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ABSTRACT

This is a Searchlight Plus document, an informational analysis paper based on a computer search of the ERIC database from 1966 through November 1985 and on pertinent outside resources. This paper reviews, analyzes, and interprets the literature on the topic of substance abuse prevention in schools and points out the implications of the information for human services professionals. The problems of alcohol and drug abuse among young people are discussed. It is noted that, while drug abuse by youth is declining, drinking and driving is the leading cause of death in the United States for young people. The rationale of substance abuse prevention programs as well as their components, planning, and implementation are discussed. Included in this discussion are extensive references to relevant ERIC sources. A resource list of agencies involved in substance abuse prevention is given. Sixty-four pages of computer search from the ERIC database with complete bibliographic citations are included. (Author/ABL)

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Substance Abuse Prevention In the Schools

Laurie L. Lachance

searchlight

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SUBSTANCE ABUSE PREVENTION IN THE SCHOOLS

Laurie L. Lachance

Searchlight Plus: Relevant Resources
In High Interest Areas

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through November 1985

EDUCATIONAL RESOURCES INFORMATION CENTER
COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
1985

INTRODUCTORY NOTE

A Searchlight Plus is an information analysis paper based on a computer search of the ERIC database from 1966 to the present and on pertinent outside resources. The paper reviews, analyzes and interprets the literature on a particular counseling topic and points out the implications of the information for human services professionals. The purpose of the Searchlight Plus is to alert readers to the wealth of information in the ERIC system and to create a product that helping professionals will find practical and useful in their own work.

Printed with the paper are selections from the computer search, including complete bibliographic citations with abstracts of ERIC journal articles and microfiche documents. Journal articles cited in the paper are identified by EJ numbers and may be read in full in the source journals. Microfiche documents are cited by ED numbers and may be read on site at more than 700 ERIC microfiche collections in the United States and abroad. Paper and microfiche reproductions are also available. Readers are invited to contact the ERIC Clearinghouse on Counseling and Personnel Services for details.

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SUBSTANCE ABUSE PREVENTION IN THE SCHOOLS

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Introduction: The Problem

The damage associated with alcohol and drug abuse is scattered throughout our society, but nowhere is the damage more evident than among young people. Each year, more than 8,000 teenagers and young adults are killed in alcohol-related driving accidents; another 40,000 are injured. Drinking and driving is the leading cause of death for the nation's young people (National Highway Traffic Safety Administration, 1984). Nevertheless, results from the latest University of Michigan Institute for Social Research annual study of some 17,000 American high school seniors reveal a gradual but steady decline in students' illicit drug use since 1980. (Johnston, Bachman, & O'Malley, 1977-84). Marijuana remained by far the most widely used illicit drug, but over the past seven years there has been a dramatic shift in American students' attitudes about this drug. Marijuana use is increasingly viewed as risky and unacceptable behavior by American youth.

This substantial decline in marijuana use is occurring despite continuing widespread availability of the drug, which may demonstrate that drug abuse can be dealt with effectively through reducing the demand for the drug, not just the supply. The decline in drug use among high school students is not confined to marijuana. There are also continuing gradual declines in the use of alcohol, stimulants, sedatives, and tranquilizers. The use of LSD continues a decline begun three or four years ago, while PCP use has remained at the low level it had reached after information about its unpredictable and dangerous effects became widespread. The use of heroin and other opiates remained stable between 1983 and 1984, although at somewhat lower levels than earlier years (Johnston, et al., 1977-84).

The use of cocaine, which had increased sharply among high school students between 1976 and 1979, has now leveled off, and an increasing number of students are beginning to see its use as dangerous. Still, usage rates are troublingly high. The declines mentioned above started from an inordinately high level of drug involvement among young people. It would be dangerously premature to think programs aimed at substance abuse education, prevention or treatment can be cut back (Johnston, et al., 1977-84).

Rationale for Substance Abuse Prevention

There are several realities within the framework of substance abuse. There is the reality that youths drink and use drugs, that some use these substances "heavily," and that some will become addicted (EJ 302 401, EJ 277 721). Solutions to these problems must be developed in many different settings. The family and the home are logical starting points. Community organizations are important, as are schools (NIDA, 1982; EJ 313 357, EJ 302 128, ED 236 509, ED 228 550-556, ED 208 315, ED 191 659).

It appears that school systems have taken two approaches to the problem. The disciplinary approach is concerned with appropriate behavior of school personnel confronted by drug abuse or drug peddling on school property. The pedagogical approach is concerned with education--with informing students about the effects of drugs and why they are used, and with facilitating the development of skills and attitudes that will enable young people to manage their lives without drugs (EJ 313 363, EJ 302 128, EJ 264 074, ED 236 509, ED 208 315). Thus, at one end of the policy spectrum, schools react to issues of supply control, law enforcement, punishment, intervention, and referral of students with drug problems. At the other end of the spectrum, schools take an active role in decreasing the demand for drugs (ED 236 509).

It is unrealistic to expect the schools alone to solve the drug abuse problem, since numerous outside factors also influence drug behavior (EJ 313 357, ED 236 509). Nevertheless, next to the family, the schools are the primary societal institution serving young people, and it is logical that schools assume some responsibility for alcohol and

drug abuse prevention (ED 208 315). Directly and indirectly, drug abuse undermines the traditional goals of education by disrupting the educational process (ED 236 509). Schools are a setting in which young peoples' behavior may be positively influenced in a number of ways. Teachers can be effective role models and facilitators of healthy development and growth. The school is also an ideal place in which to channel peer pressure toward positive, constructive norms. Any strategy to prevent the use and abuse of drugs must include schools (NIDA, 1982).

The concept of prevention has gained increasing legitimacy and validity over the years, and schools must continue to be a vital component of the prevention process. Prevention is particularly relevant in the current era of fiscal restraint, because if schools, together with families and communities, can help to prevent alcohol and drug abuse, costly treatment and other forms of care can be avoided. Equally important, young people can be helped to lead better, more productive lives (EJ 307 994, EJ 229 739, ED 221 607, ED 219 672).

This paper will not directly consider the problem of addiction or its causes. However, it is conceivable that the prevention strategies contained here may identify high-risk individuals, leading to early intervention and treatment.

Components of School-Based Prevention Programs

Many studies show no effects of drug education on drug use (EJ 264 074, EJ 240 033); a few studies show drug education reduces use (EJ 269 548, EJ 238 321), and other studies show use increases with drug education (EJ 266 085, EJ 229 735, ED 229 739, ED 205 851). During the 1960's and early 1970's some educators and professionals concerned about the drug problem leaned heavily on the use of scare tactics and similar kinds of information about the legal and medical consequences of drug use as a prevention strategy. One fallacy of relying entirely on information to prevent drug abuse is the underlying premise that information is the only factor governing an individual's decision to use drugs or not to use them (NIDA, 1982).

The informational approach assumes that, if young people know drugs are harmful, they will abstain. This approach, however, does not take several other important factors into account. One is the risk-taking patterns of adolescence. As adolescents experiment with independence and autonomy, they often find high-risk behavior attractive. Another factor is the implicit assumption that people of any age have complete control over their behavior, and that all they need to exercise such control is enough accurate information (NIDA, 1982; EJ 302 401).

As the 1960's progressed, some people in the drug abuse prevention field became disenchanted with the use of information as a preventive measure, to the extent that they completely avoided any mention of drugs in drug abuse prevention programs. This overreaction has since been balanced by the awareness that information about drugs, in combination with other prevention strategies, has some merit (EJ 302 128, EJ 269 548, ED 248 449, ED 208 315).

Today, most of the successful school-based alcohol and drug abuse prevention programs are predicated on the premise that a combination of straightforward, factual information and social skill development is needed for prevention programming to be effective. The basic framework on which many programs are based consists of the following three goals (ED 208 315):

1. Develop knowledge, understanding, and awareness about the use and misuse of substances by individuals.
2. Develop decision making skills (and an awareness of personal values) related to the use (and misuse) of mind altering substances.
3. Demonstrate responsible attitudes about the use of various chemical substances and appropriate alternatives to the use of mood altering substances.

School-based substance abuse programs also:

1. Create and/or reinforce positive behavior patterns before unhealthy or negative patterns, such as substance abuse, develop.
2. Satisfy human needs and place obstacles in the way of negative and unhealthy behaviors.
3. Promote alternatives to substance abuse and other forms of unhealthy and negative behavior.

The approaches described below are representative of most school-based prevention programs. Ideally, more than one methodology is employed (NIDA, 1982, 1984; EJ 313 357, EJ 307 994, EJ 261 096, ED 307 994, ED 250 599,

ED 250 588, ED 236 443, ED 219 672, ED 213 740, ED 208 315, ED 203 260). These descriptions should not be regarded as prescriptions for the "best" approach, but rather as guidelines or recommendations that can be weighed in relation to the needs and priorities of particular schools.

Information

Increasingly, prevention specialists recognize that young people need some information about drugs and alcohol, if only to counteract the myths perpetuated within peer groups (one of the most common, for example, is that marijuana is harmless). Effective prevention programs aim at presenting information about drugs and alcohol in a straightforward, objective, non-judgmental manner. Information is also included about the impact of advertising and the actual extent of drug and alcohol use.

Affective Education

Build Self-Concept/Self-Esteem. This refers to identification with viable role models, and skills of self-discipline, self-control, and self-assessment. Weaknesses in these areas express themselves as inability to cope with personal stresses and tensions, dishonesty with self, denial of self, and inability to defer gratification. Individuals with low self-esteem do not see themselves as similar to people whose attitudes, values and behaviors allow them to "survive" in their environment.

Develop Interpersonal Relationships. This refers to the ability to communicate, cooperate, negotiate, empathize, listen, and share. Weaknesses in these areas express themselves as dishonesty with others, lack of empathic awareness, resistance to feedback, and inability to share feelings, or give or receive love and help.

Learn Problem Solving Skills. This refers to the skills and attitudes necessary to work through problems and to believe that they can be solved through application of personal resources. When these skills are poorly developed, individuals believe that problems have been escaped if they cannot feel them anymore. They do not believe there is anything they can do about the present or future.

Strengthen Systems Skills. This refers to the ability to recognize the limits inherent in a situation (responsibility), and the ability to adapt behavior to a situation in order to get one's own needs met (adaptability). Weaknesses in these areas express themselves as irresponsibility, refusal to accept the consequences of one's behavior, and scapegoating.

Health Education Programs and Other Curricula

The focus of a substance abuse prevention curriculum should be the development of mentally, physically and socially healthy young people. Just as each school must analyze its own approach to intervention and discipline, it must also review the type and amount of prevention activity that occurs within its classrooms. Following are some basic considerations for the K-12 curriculum.

GRADES K-3

Purpose: Promote and maintain good physical and mental health.

Recommended Goals:

- Learn respect for medicines and other potentially dangerous drugs.
- Find out about common medicines and how they are used.
- Realize that drugs used under a doctor's prescription for a definite illness are proper and beneficial.
- Develop the concept that unknown substances might produce psychological harm, including another person's medicine or pills or substances offered by friends or found somewhere.
- The primary developmental task during this period is learning to deal with others socially and cooperatively. Therefore, develop understandings of why people do what they do, how to set personal goals, and why respect for rules and laws is important.
- Learn constructive alternatives for handling anger, fear, frustration, anxiety, loneliness, jealousy and prejudice.

- Learn that an individual's actions affect and are of concern to others.
- Realize that there is always more than one choice available, that each choice has its advantages and disadvantages, and that each person must be ready to accept the consequences that go with the decision.

GRADES 4-6

Purpose: Students recognize that they are responsible for their own behavior and decisions.

Recommended Goals:

- Become aware of increased responsibility for one's own behavior and for the decisions governing future alcohol and drug use.
- Further develop concepts presented in earlier grades about mental health and life coping skills (these concepts include how emotions affect behavior, the interactions between feelings and thought processes, the relationship between emotions and body, and the effects of self-image on reactions to criticism, praise or prejudice).
- Develop the topics of learning to express feelings honestly and constructively, active listening, and group belonging and acceptance.
- Learn skills for successfully dealing with disapproval and rejection from significant others.
- Discuss motives for using and not using drugs. Students need to become familiar with the concepts of drug/alcohol use, abuse and dependence, and the prevention of substance abuse.

GRADES 7-9

Purpose: Students develop self-understanding and effective life coping skills.

Recommended Goals:

- Develop the concept that human behavior is a response to one's emotional, social, intellectual, moral or physical needs.
- Explore the roles of family, peers, and social institutions in influencing the individual's behavior and values. Discuss the personal and social controls on alcohol and drug use within this context.
- Present students with factual information about alcohol and drugs. The information should include discussions of known effects (good and bad).
- Foster students' understanding of social development, including learning to respect the rights and feelings of others, being dependable and reliable and assuming the responsibility of one's behavior. The ability to think and to make decisions as a member of a group is part of social development. How one's self-concept and values affect behavior in groups should be discussed. Peer pressure to use alcohol and drugs should be related to these aspects of social development.

GRADES 10-12

Purpose: Students understand that alcohol and drug abuse are social issues to which they as young adults must respond.

Recommended Goals:

- Introduce the concept of multiple determinants of alcohol and drug abuse.
- Discuss how values affect personal behaviors and styles of decision making and problem solving. Adolescents can understand some of the long-range consequences of the decisions they make.
- Examine decisions related to personal use or non-use of alcohol and drugs in relation to choice of lifestyle. Students should consider how a lifestyle which includes alcohol and drugs might infringe on the rights and welfare of others.
- Discuss parenting skills, including family problem solving and communication.

- Present alternative ways for students to meet their needs and solve personal problems without using alcohol and drugs. Students need to see that these options exist.
- Further develop factual information about alcohol and drugs presented in the earlier years. Present information about the effects and interactions of drugs (prescription and non-prescription) and alcohol on physical and mental condition.

Peer Resistance Groups

"Saying No" is a substance abuse prevention approach based on social-psychological theories which suggest that resistance to peer persuasion will be greater if young people have been able, in advance, to identify, understand, and practice reasons for not using drugs. The approach has been targeted to 6th, 7th, and 8th graders. These programs generally help students learn that the use of drugs is not nearly as common as they perceive, that "everybody" is not doing it, and that there are clear ways to say "no" when these substances are offered or made available. Specific techniques include role modeling, videotaped practice in saying "no," assertiveness training, public commitments not to use substances, and understanding advertising methods that promote drug and alcohol use. "Saying No" has become one of the most promising prevention approaches currently in use with young people.

Peer Counseling and Cross-Age Tutoring

Peer counseling and peer and cross-age tutoring and teaching are often introduced as components of a comprehensive drug abuse prevention program. For the peer counselors or tutors these programs can provide success experiences, cognitive learning, academic and personal growth, and emotional fulfillment. Programs such as these can also provide help to young people who are having problems, who are undergoing normal adolescent stresses and want to confide in someone, and who want to participate in school and community service activities. School administrators must be prepared to provide extensive support and guidance in order to ensure successful implementation of peer programs.

Student Assistance Programs

These programs can serve primary prevention purposes when set up for those who may be at high risk for developing drug, alcohol, and other problems, and can serve as an intervention tool with students who have already developed problems. Often modeled after Employee Assistance Programs (EAPs) in business and industry, they may use professional counselors to assist students in dealing with their problems. They also help students find needed services through referrals to local health and counseling agencies.

Alternatives Programs

Effective prevention programs try to provide young people with opportunities to become involved in stimulating, creative, growth-enhancing activities. These can include recreational alternatives, such as athletic programs, performing arts, and other extra-curricular pursuits. They can also include service programs, in which young people volunteer to assist people in need, and programs that offer skill-building work experience. Alternatives programs first identify unfulfilled needs in the target area, and then create non-drug means for fulfilling these needs. Alternatives programs should be voluntary, pleasurable, highly involving, and active. They should be planned for each individual, rather than for an entire group, stimulate commitment, and be incompatible with substance use.

This approach to prevention assumes that when individuals possess the knowledge, motivation and skills to lead active and meaningful lives, the attractiveness of psychoactive substance use is greatly reduced. The most promising alternatives to substance abuse provide:

1. Goals that require sustained effort for mastery.
2. Opportunities to acquire practical skills which can be used throughout life.
3. Valued service to others.

Systems-Oriented Programs

Often alcohol and drug abuse prevention programs address the systemic needs of such organizations as schools and community agencies. Organizational change may be a key to eliminating the negative aspects of the organi-

zational climate that are seen as contributing to alcohol and drug problems. For example, schools can set aside specific days to examine possibilities for school climate changes. Often schools have participated in community-wide coalitions to address serious community problems that have an impact on substance abuse. (Many programs exist that can be used to implement the strategies mentioned earlier. See Resource List and computer search for information on specific programs.)

Program Planning

A substance abuse prevention program should be comprehensive. It should not focus exclusively on one program approach or even one setting. It should link the home, the school, and the community in a unified approach that addresses the great variety of factors that have an impact on drug use and abuse among youth. It should support families as well as teachers and counselors, and provide information about drugs and health promotion, but it should also help to develop self-esteem, decision making skills, and coping skills. Ideally, developing such a comprehensive approach should be a program planner's long-range goal (ED 219 672, ED 208 315). Yet schools today are hard-pressed. Many schools will have trouble finding the resources to initiate even a modest drug abuse prevention program. One of the most important principles, therefore, is to start small and build on successful experiences. Success is most likely to follow when:

1. Parents and students are involved in program selection.
2. Teachers and counselors are involved because they <u>want</u> to be. They are not simply "assigned" to drug abuse prevention programs; instead they are committed to addressing the drug problem and are genuinely interested in trying out new methods.
3. Adequate opportunities for inservice training are provided. Most available programs require high-quality training and should not be attempted without it.
4. The school administration supports and encourages whatever program is selected.

Further guidelines for program planning include the following (EJ 265 552, EJ 261 096, EJ 229 744, ED 251 765, ED 236 443, ED 212 593, ED 208 315):

- The curriculum should be comprehensive in scope, starting at the kindergarten level and extending through grade twelve or through the highest grades covered in the school district.
- In all grades a prevention-oriented curriculum should be offered in conjunction with instruction on health and other relevant subject areas.
- Prevention-oriented activities should be scheduled throughout the year rather than in a short, concentrated unit; i.e., the "one-shot" approach should be avoided.
- The curriculum should emphasize attitudes and decision making (affective learning) as well as information (cognitive learning).
- Prevention-oriented classroom activities should emphasize the stresses and influences that are associated with environmental factors, such as peer pressure, urban living, affluence, inequality of opportunity, the availability of drugs and alcohol, and the social acceptability of illicit drugs created by advertising.
- The curriculum should provide for the specialized needs of the local community, including needs for cultural relevance and bilingual materials.
- Clearly stated objectives should be established for the total program and for each level of instruction.
- The curriculum should be developed through cooperative planning of the school site council, school personnel, the target population (where appropriate), parents, and community representatives.
- Provisions should be made for ongoing evaluation and program accountability.
- Demonstrations that focus exclusively on drugs and how they are used should be avoided, because these tend to make drugs attractive to the non-user.

If these relatively simple (yet demanding) principles are heeded, the chances are good that initial school-based substance abuse prevention programs will succeed and then lead to expanded and improved programs. Moreover, as drug abuse prevention specialists have recognized for many years, the payoff to schools will be not just in ameliorating the drug problem, but also in having an impact on many other forms of negative behavior (NIDA, 1982).

Program Implementation

For many new programs the key question is not how to implement, but whether the program will ever be implemented at all (ED 205 851). Implementation of substance abuse prevention programs includes three considerations: training, staff selection, and linkage with parents and the community.

Training

Many programs utilize inservice training for the staff involved. Some basic considerations for this type of training include (EJ 299 321, ED 208 315, ED 206 955, ED 206 954, ED 205 851):

- Inservice training programs should offer opportunities to gain understanding of current approaches and to develop knowledge and skills relative to alcohol and drug abuse prevention.
- Inservice training programs should be offered on a continuing basis and not as a stop-gap attempt to solve the drug problem.
- When inservice training is not conducted during the regular school day, opportunities for providing training or extension credit should be explored.
- A team approach to inservice training is recommended. Teams may include the principal and parents, as well as teachers, counselors and other school staff. Inservice training that involves teachers and counselors working in isolation and without the support of the principal should be avoided.
- Training may be needed to make the school faculty aware of the nature, extent, and seriousness of the alcohol and drug problem in the school and community. Faculty members should also be provided with information about appropriate community agencies to which students with alcohol and drug problems or related problems may be referred.
- Whenever possible, prevention-oriented inservice training should be coordinated with other strategies designed to effect positive school change, such as staff development, human relations training, and the school improvement program.

In addition to inservice training, school programs may be able to take advantage of the regional alcohol and drug abuse training and resource centers operated by the U.S. Department of Education for local clusters of school personnel. School teams are chosen on the basis of a competitive application process. Further information is available from the regional centers (see Resource List and ED 230 873).

Staff Selection

In the selection of the school person to lead a substance abuse prevention program, the following characteristics should be sought:

1. Is perceived by students as approachable.
2. Communicates warmth and interest.
3. Is able to articulate students' concerns accurately.
4. Has empathy for growing children and adolescents.
5. Has capacity for sustained listening.
6. Is authentic and honest.
7. Is willing and able to work with community resources and agencies.
8. Has knowledge of current issues, information, and resources related to substance use and abuse.
9. Has a sense of humor.
10. Has flexibility and patience.

Only teachers or counselors who have completed appropriate inservice training should be assigned to alcohol and drug abuse prevention programs. Whenever feasible, newly hired staff should have at least one preservice course in health education covering the physiological, psychological, and sociological factors related to the use of tobacco, alcohol, narcotics, restricted dangerous drugs, and other substances, as well as current approaches to alcohol and drug abuse prevention. Because they are viewed by students as models, teachers and counselors chosen for prevention programs should be non-users of illicit drugs and circumspect in the use of alcohol in order to maintain credibility.

Linkages to Parents and the Community

Substance abuse is not an isolated problem confined exclusively to the schools. It is a community-wide problem, and the most effective school-based substance abuse prevention programs involve parents and other members of the community whenever possible (ED 191 659). Perhaps the schools are uniquely able to serve as catalysts for bringing communities together for a cooperative effort in a supportive environment. They begin by keeping the community informed about the nature of the program, why it is being introduced, and what it is expected to accomplish.

Developing community projects on drugs and alcohol involves many segments of the community--civic, youth and voluntary organizations, as well as professional and medical associations, industry, government and the media. A community task force can consider some of the following ideas for action (EJ 265 552, EJ 229 321, ED 217 328, ED 213 740, ED 208 315, ED 191 659):

Youth Organizations. Establishment of youth programs that emphasize drug and alcohol-free behavior is increasing. These organizations provide positive peer influence and drug- and alcohol-free social activities that many young people seek. Many of these groups focus on preventing drinking/drug-taking and driving fatalities.

Social Policies, Laws, and Regulations. Communities need to develop policies and norms that provide consistent messages about drugs and alcohol. This consistency requires considerable cooperation among parents, schools, law enforcement agencies, medical and other professional groups and the private sector, and should include adults as well as youth.

Community-Based Counseling. Community agencies may offer a range of services that include development of positive skills for living as well as early intervention and treatment. Often these services focus on a number of closely associated problem areas such as drug and alcohol abuse, truancy, poor school performance, depression and violence. Through their knowledge of community resources, counselors may refer students to other programs and resources.

"Channel One." This program provides a seven-step process for assessing community needs and involving youth in constructive community service projects. An important element in the program is the role of private sector

leadership. Many projects that result from the Channel One process are drug-specific (e.g., production of videotapes and drug information services), while others encourage community restoration and service projects. Information about this program is available through the National Clearinghouse for Drug Abuse Information (see Resource List).

Health Promotion. Many young people have developed health values which communities can capitalize on for prevention of drug, alcohol, and other problems. Many youths have a high regard for their bodies and can be interested in programs which promote healthy lifestyles that are incompatible with drug and alcohol use. Highlighting health promotion techniques is an increasingly popular form of community action.

Media. The media can contribute positively or negatively to attitudes, perceptions, and knowledge about drugs and alcohol. Local newspapers and radio and television stations can be encouraged to de-glamorize drug and alcohol use as well as to provide current and accurate information. Establishing good working relationships with the media can influence editorial policies and media coverage. Public service announcements can be another effective device for communicating positive health messages.

Networking. With many public and private community groups becoming involved in drug and alcohol abuse prevention, it is crucial for organizations to work together in order to develop consistent and comprehensive solutions. Effective local networks can be a means for making the most of available resources.

Parent Organizations. Parents should have the opportunity to learn as much about drugs as their children are learning, and to talk openly with teachers and counselors about the problems, strategies, and responsibilities involved in reacting to drug use by young people. Parents and families are often the hardest hit by drug and alcohol problems in the community. But they are also often the most dedicated activists. Some ways to organize and take action include the following (EJ 265 552, ED 217 328):

Parent Support Groups. These groups are formed by parents for parents. Through support groups, parents help one another as they cope with the drug and alcohol problem in their homes and neighborhoods. Parent groups often develop guidelines for acceptable behavior (e.g., establishing curfews), chaperone social events for teenagers, and help other parents supervise young people's activities to ensure that they are free of drug and alcohol use.

Parent Action Groups. Often growing out of parent support groups, parent action groups work with Federal, State, and local governments, schools, law enforcement agencies, and businesses to influence social policies regarding drug and alcohol use. Examples include modifying school drug and alcohol policies, demanding stricter enforcement of drug laws and stronger prosecution of offenders, raising the minimum purchase age for alcohol, and getting legislation and local ordinances passed that will safeguard children's health and well-being.

Family Life Skills Development. These strategies enable parents and children to communicate more effectively and learn personal and interpersonal skills. They are effective for both primary prevention and early intervention with drug and alcohol problems. Family life skills programs emphasize such important aspects of family health as positive role modeling and effective problem solving.

Parent Drug and Alcohol Education Programs. Through these programs parents learn about the pharmacology of drugs and alcohol and the harmful impact drugs and alcohol can have on one's health. Then, armed with this knowledge, parents can become influential partners with community prevention agencies concerned about drug and alcohol abuse by offering education courses and informational briefings in school or community settings.

Program Evaluation

With the diminishing funds at the Federal level and with greater emphasis placed on program effectiveness and program accountability, the funding or sponsoring agencies are increasingly obligated not only to review and evaluate the effectiveness of various prevention programs, but to compare the performances across numerous prevention agencies serving a particular area (EJ 307 994, EJ 274 002, EJ 269 548).

Every program is evaluable--some information is always available to indicate what is going on. The greatest power of evaluation will be realized if evaluation has a role from the first stages of program development. Regardless of when the evaluation takes place, feedback can enhance the chances of further growth and improved program effects.

Program development can be divided into five major phases: needs assessment, policy development, program design, program initiation, and program operation (French & Kaufman, 1981; ED 244 191). In this framework, the prevailing emphasis is on the information needs of administrators and the questions appropriate for each phase. The discussion below looks at the first three stages as planning phases and the last two as implementation phases.

Planning Phases

Needs Assessment. The initial phase of program development is establishing whether and to what extent a certain problem exists within a given sub-group in the community. For example, is there a growing substance abuse problem among a high school's student body? Once this information is obtained, a specific cause of the problem is postulated leading to the definition of a need for a specific process to overcome the problem. For example, if the problem is caused by a lack of organized activities involving high school students, then an alternatives program for high school youth would be proposed as a means of ameliorating the situation. If the problem is inaccurately measured, or the causal assumption is wrong, then the program may eventually be found ineffective. The administrator needs to have accurate information to confirm that the program is based upon the correct assumptions concerning the problem while the prevention program is still in the planning stage, rather than when the program is in full operation (EJ 305 145, EJ 286 327, ED 255 558).

The ideal: the problem assessment leads to the definition of need.
The frequent reality: the problem assessment is used to justify what somebody already believes.

Policy Development. During the second phase, the goals and specific objectives of the program are defined, based on the theory postulated in the previous phase. Many different factors, not all of which are internal to the program, need to be taken into account at this point. Financial resources, values, attitudes, and concerns of various individuals (policy-makers at the levels of program, local government, State and Federal government, staff, and potential program participants) need to be identified and their impact on program policy assessed.

Depending on the specific problem, goals and objectives may have to be limited in a realistic sense to fit the sociopolitical environment. Given the context of these variables, the administrator will want an accurate translation of the theory into policy. A clear understanding of the factors involved--whether they would support or impede the program's development--is needed to ensure a rational policy development.

The ideal: goals and objectives flow from previously formulated theory.
The frequent reality: programs can operate for years without formulating anything but the most obvious goals.

Program Design. The final planning stage transforms the program policy into significant program characteristics. Specific program components and activities must be developed in relation to overall policy. This is the operationalization of the policy, where the program decision-maker needs to know what has been done previously to meet similar objectives. How can the same thing be accomplished now, given existing resources, program capacity, staff size, facility limitations, staff background and qualificatins, and school/community characteristics? All of these factors need to be taken into account in order to produce a fully detailed program design.

The ideal: program components and activities are rationally justified by goals and objectives.
The frequent reality: trial and error.

The foundations of process-level information are found in all three of these planning phases. Evaluation at this time can provide information on the flow from

problem ⟶ need ⟶ theory ⟶ policy ⟶ goals ⟶ objectives ⟶ design

Information needed for process evaluation may be available later while the program is in operation, but it would probably be of greater help to the administrator if available during these planning stages. Availability at this point would also tend to be more cost-efficient in terms of time, effort, and money.

Implementation Phases

Program Initiation. At this stage, the program is established and implemented; transition from theory to action takes place. The administrator can now see if the implementation matches the program design. That is, information on participants, resources, and constraints can be compared with those in the program design. This stage can also be viewed as a debugging phase where problems in implementation are corrected and the program is set up for smooth operations. Is the program operating as designed? Are staff assignments recognized, accepted, and carried out? Are the participants receiving the types of services planned?

The ideal: bugs are recognized and corrected.
The frequent reality: the bugs survive.

Program Operations. Once the program is fully operational, it does not simply run by itself. Good management and direction are needed to keep the program functioning and improving. In addition, a program does not operate in a vacuum. Continual upgrading and development of the program must include mechanisms for adapting to changing needs and problems in the client population and community. Some changes may be the result of the prevention program, as measured by outcome and impact evaluation. Others may be due to some external forces, such as local, State, or Federal political decisions, changing levels of community involvement, or changing supports and constraints of funding sources.

The ideal: operating programs continually increase their ability to meet objectives.
The frequent reality: maintenance of the status quo or irrational change.

None of these phases necessarily represent discrete, mutually exclusive periods of time. Program development is a dynamic process, with constant feedback and improvement. Different aspects of a program can be in different stages of development at the same time. As the needs of the community change, so too must the program evolve. Evaluation is one tool that can be used to aid in that development. The model presented here is one method of ensuring a rational approach to both the evaluation and development of the program.

Conclusion: "Mountain Education"

"Mountain Education" is a 14-minute film narrated by Dick Van Dyke that provides an effective analogy to substance abuse education (ED 235 435). The film is about a small rural community alongside a large mountain. Leisure activities are limited here, so for lack of anything better to do, the citizens, young and old alike, climb the mountain:

The Problem: People keep falling off the mountain and getting hurt.
The Next Problem: The citizens demand, "something must be done."

Solution: In typical American fashion, the town council met and decided to pass a law making it illegal to climb the mountain and to build a fence around the mountain--in other words, to legislate the public's safety.

The fence was built, complete with guard towers. As you might well expect, people went over it, under it and through it to climb the mountain, and they just kept getting hurt.

The public was angry--something had to be done. Then came the solution of the upper class professionals of the community. If we can't legislate people off the mountain, let them climb it, but build several first aid stations on the mountain to help those that get hurt. It wasn't long after the first aid stations were built that people were standing (or lying) in line to get medical treatment for their injuries. The hospitals were full. The number of injuries had gone up. The problem was getting worse.

The public became outraged and when the public gets outraged, you know who gets blamed--the schools. The schools weren't teaching the kids about the mountain. The school board members, being responsive elected officials, met and adopted a curriculum of "Mountain Education." They gave the kids all the facts about the mountain, all the boring facts. They showed films of people falling off the mountain. They showed them crippled, injured bodies. They tried to scare the daylights out of the kids. The kids were sitting in the classes saying all the classic things:

"My dad climbed the mountain when he was a kid and he never got hurt."
"It's traditional to climb the mountain."
"What's up on that mountain that they don't want us to see?"

And the kids kept climbing up the mountain and falling off the mountain and getting hurt. "Mountain Education" was a failure.

Finally, all the groups of people in the community got together and decided that the problem wasn't the mountain after all, but the people of the community and their various lifestyles were the problem. The mountain was neither bad nor good--just there. They were going to learn somehow to live with the mountain.

Alternative activities seemed to be the answer. The whole community worked together to develop community projects, athletic teams, concerts, gardening and beautification projects, just for starters . . .

and

for those people that still wanted to climb the mountain, they developed safe paths to climb, made safe climbing equipment available and trained people how to use it, and in general taught proper safety respect for the mountain and all the dangers it presented.

Soon the number of injuries was going down and the people had found a whole new way of life. Success had come from working together to develop alternative choices of things to do and ways to behave.

Additional References

French, J. F., & Kaufman, N. J. (Eds.). (1981). Handbook for prevention evaluation. Rockville, MD: National Institute on Drug Abuse.

Johnson, L. D., Bachman, J. G., & O'Malley, P. M. (1977-1984). Monitoring the future: Questionnaire responses from the nation's high school seniors (annual vols.). Ann Arbor, MI: The University of Michigan, Institute for Social Research.

National Highway Traffic Safety Administration. (1984). The best prevention: Model alcohol and drug education program (NHTSA Prevention Guide). Washington, DC: U.S. Department of Transportation. (CG 018 368)

National Institute on Drug Abuse (NIDA). (1982). Teaching tools for primary prevention: A guide to classroom curricula. Rockville, MD: Author.

National Institute on Drug Abuse (NIDA). (1984). Just say no. Rockville, MD: Author.

Resource List

Single State Agencies for Alcohol Abuse Prevention (SSAs)

Each state has a single agency responsible for alcohol abuse prevention and treatment programs (in some states, the SSA also handles drug programs). The State Prevention Contact (SPC) in the state agency is a good person to contact for information about available programs.

Address of SSAs and SPCs may be obtained by writing the National Clearinghouse for Alcohol Information (see next page) for their lists, State and Territorial Alcoholism Authorities and Program Directors and State Prevention Contacts.

National Clearinghouse for Alcohol Information (NCALI), P.O. Box 2345, Rockville, MD 20852.

NCALI, the information arm of the National Institute on Alcohol Abuse and Alcoholism, provides free information and services, including literature searches on specific alcohol topics; standard youth packages designed for teachers, for the general public, and for teenagers researching alcohol topics for term papers; and individual requests for information.

The National Clearinghouse for Drug Abuse Information (NCDAI), Room 10A-56, 5600 Fishers Lane, Rockville, MD 20857, (301) 443-6500.

The NCDAI, operated by the National Institute on Drug Abuse, distributes free publications on all aspects of drug abuse and drug abuse prevention, including drug abuse prevention programs.

Pyramid (East), 7101 Wisconsin Avenue, Suite 1006, Bethesda, MD 20014. Pyramid (West), 3746 Mt. Diablo Boulevard, Suite 200, Lafayette, CA 94549.

Pyramid, a project funded by the National Institute on Drug Abuse, supplies a nationwide pool of resource persons who provide information and program support for primary prevention efforts. In addition, the project publishes an annotated curricula list, a number of bibliographies, and a quarterly newsletter entitled The Prevention Resource Bulletin. This newsletter includes general prevention articles, program descriptions, publications and media reviews, conference notices, and lists of organizations involved in prevention programming.

National Clearinghouse for Mental Health Information (NCMHI), Public Inquiries Section, Room 11A-21, 5600 Fishers Lane, Rockville, MD 20857.

Of particular interest are the Guide to Mental Health Education Materials, Consumer's Guide to Mental Health Services, and the Plain Talk series of pamphlets on such topics as dealing with feelings of guilt, managing stress, and learning the art of relaxation. All are available free from NCMHI.

Center for Multicultural Awareness, 2924 Columbia Pike, Arlington, VA 22204.

This program, funded by the National Institute on Drug Abuse, develops multicultural prevention materials including posters, pamphlets, annotated prevention bibliographies pertaining to minority materials, and Drug Abuse Prevention Films: A Multicultural Film Catalog.

Regional Alcohol and Drug Abuse Training and Resource Centers, Operated by the U.S. Department of Education:

Northeast Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Adelphi National Training Institute, P.O. Box 403, Sayville, NY 11782.

(States covered: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Vermont.)

Southeast Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, 1450 Madruga Avenue, Suite 406, Coral Gables, FL 33146.

(States covered: Alabama, District of Columbia, Florida, Georgia, Kentucky, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, Virgin Islands, and West Virginia.)

Midwest Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, 2 Riverside Plaza, Chicago, IL 60606.

(States covered: Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsin.)

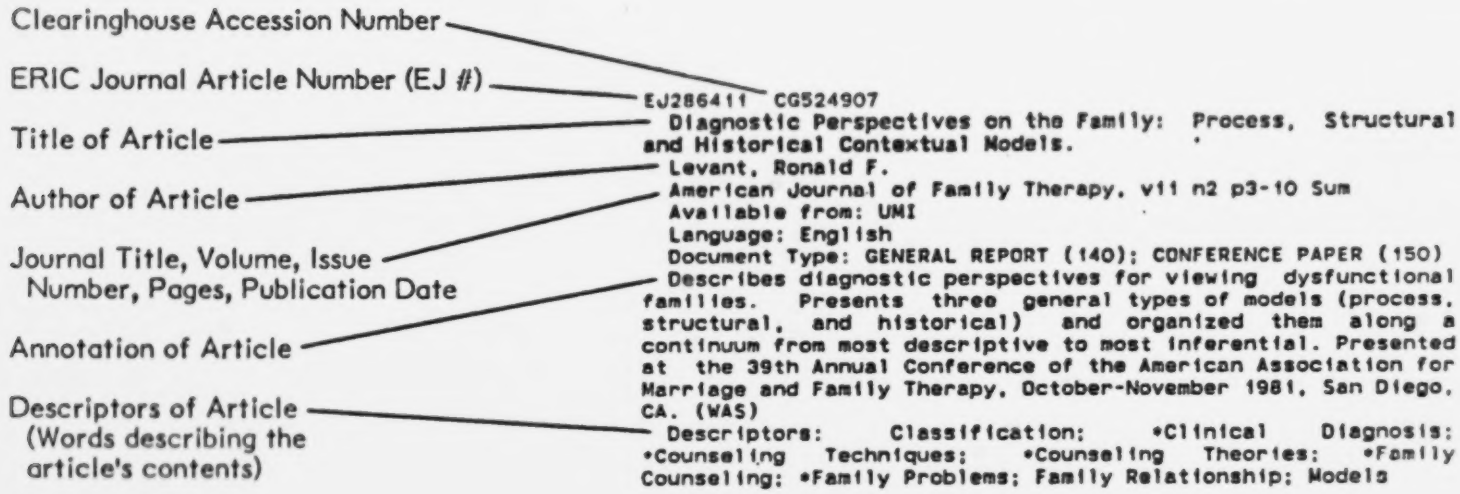
South Central Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Center for Educational Development, Suite 273 South, 6800 Park Ten Boulevard, San Antonio, TX 78213.

(States covered: Arizona, Arkansas, Colorado, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, Texas, and Utah.)

Western Region: U.S. Department of Education, Alcohol and Drug Abuse Training and Resource Center, Region 8 Training and Development Center, Inc., Box 9997, Mills College Station, Oakland, CA 94613.

(States covered: Alaska, American Samoa, California, Guam, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, and Wyoming.)

FORMAT OF ERIC JOURNAL ARTICLES (EJ NUMBERS)
INDEXED MONTHLY IN CURRENT INDEX TO JOURNALS IN EDUCATION


Clearinghouse Accession Number
ERIC Journal Article Number (EJ #)
Title of Article
Author of Article
Journal Title, Volume, Issue Number, Pages, Publication Date
Annotation of Article
Descriptors of Article (Words describing the article's contents)
EJ286411 CG524907
Diagnostic Perspectives on the Family: Process, Structural and Historical Contextual Models.
Levant, Ronald F.
American Journal of Family Therapy, v11 n2 p3-10 Sum
Available from: UMI
Language: English
Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)
Describes diagnostic perspectives for viewing dysfunctional families. Presents three general types of models (process, structural, and historical) and organized them along a continuum from most descriptive to most inferential. Presented at the 39th Annual Conference of the American Association for Marriage and Family Therapy, October-November 1981, San Diego, CA. (WAS)
Descriptors: Classification; *Clinical Diagnosis; *Counseling Techniques; *Counseling Theories; *Family Counseling; *Family Problems; Family Relationship; Models

JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.

DIALOG File 1: ERIC - 66-85/SEP

EJ317915 CG528275
Here's Looking at You Two Is Looking Good: An Experimental Analysis.
Swisher, John D.; And Others
Journal of Humanistic Education and Development, v23 n3 p111-19 Mar 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP85
Evaluates "Here's Looking at You Two," a successful alcohol and drug education curriculum that emphasizes increasing self-esteem, reducing peer influence, and providing information about drugs. Subjects (N=869) were eighth-grade students from two schools. Results showed that use of three of six substances was lower in the experimental school. (BH)
Descriptors: *Alcohol Education; Drug Abuse; *Drug Education; Junior High Schools; Junior High School Students; *Program Evaluation

EJ316102 SP514788
Evaluation of the North Carolina Risk Reduction Program for Smoking and Alcohol.
Dignan, Mark B.; And Others
Journal of School Health, v55 n3 p103-06 Mar 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL85
Seventh grade students in two rural North Carolina school systems were subjects for a program designed to reduce health risks associated with alcohol and tobacco use. The results were that although knowledge increased, attitudes toward alcohol did not change, and attitudes toward smoking eroded. (Author/DF)
Descriptors: Alcohol Education; *Drinking; Drug Use; Grade 7; Health Education; Junior High Schools; *Program Effectiveness; Rural Education; *Smoking; *Student Attitudes; *Teaching Methods
Identifiers: North Carolina

EJ315298 EA518680
It's Not Just the Kids Anymore: How to Cope with Employee Drug Abuse.
Gorton, Dick
NASSP Bulletin, v69 n480 p91-94 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL85
Target Audience: Policymakers
Describes a plan for developing a policy for helping school staff overcome chemical dependencies. Provides an example of a written school district policy addressing the matter. (MD)
Descriptors: *Alcohol Education; *Alcoholism; *Board of Education Policy; Counseling; *Drug Abuse; *Drug Education; Elementary Secondary Education; Health Education; Inservice Teacher Education; Principals; Rehabilitation; *School Personnel

EJ313363 CG527875
A Message in the Bottle: Some Considerations Regarding Alcohol Education.
van Amerongen, Bob; Goos, Cee
Journal of Alcohol and Drug Education, v30 n2 p4-8 Win 1985
This paper was read at the 27th International Institute on the Prevention and Treatment of Alcoholism (Vienna, Austria, June 1981).
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); CONFERENCE PAPER (150)
Journal Announcement: CIJJUN85
Discusses issues complicating the message of alcohol education, including the ambivalent nature of alcohol itself, personal uncertainty about the effects of alcohol, and moral issues. Suggests that the schools may be too involved in alcohol education and risk losing credibility with students. (JAC)
Descriptors: *Alcohol Education; Alcoholism; Credibility; Elementary Secondary Education; Foreign Countries; Prevention; *School Role
Identifiers: *Netherlands

EJ313357 CG527869
Drug Abuse Prevention Education: What is Realistic for Schools?
Sheppard, Margaret A.
Journal of Drug Education, v14 n4 p323-29 1984
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJJUN85
Explores some of the explanations for drug use and abuse including environmental influences, models and the influence of family, society and peers, personal criteria, and drugs themselves. Discusses what schools have done and should do in each area. (JAC)
Descriptors: *Drug Abuse; *Drug Education; Elementary Secondary Education; Etiology; Modeling (Psychology); *Prevention; School Role; Social Environment

EJ311214 CG527672
Rural Drug Abuse Prevention: A Structured Program for Middle Schools.
Richmond, Jayne; Peeples, Deborah
Journal of Counseling & Development, v63 n2 p113-14 Oct 1984
(cont. next page)

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DIALOG File 1: ERIC - 66-85/SEP

Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY85
Describes a school-based primary drug prevention program for 11- to 13-year-old youths. Suggestions for designing developmental skills-oriented programs in rural communities are offered. (Author)
Descriptors: Developmental Programs; *Drug Abuse; Middle Schools; Preadolescents; *Prevention; Program Descriptions; *Rural Youth

EJ310687 SO513502
Teaching Alcohol Studies to Undergraduate Sociology Students.
Garrett, Gerald R.; And Others
Teaching Sociology, v12 n2 p209-28 Jan 1985
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); TEACHING GUIDE (052)
Journal Announcement: CIJAPR85
Target Audience: Teachers; Practitioners
An alcohol studies program offered at the undergraduate level in the Department of Sociology at the University of Massachusetts (Boston) is described. Students combine classroom work with applied practice in alcohol agency settings. Sources of information are identified for those interested in developing alcohol courses. (Author/RM)
Descriptors: *Alcohol Education; Alcoholism; Course Descriptions; Drinking; Drug Education; Field Studies; Higher Education; Information Sources; Practicums; Resource Materials; *Sociology; Undergraduate Study

EJ307994 CG527235
Economics of Prevention.
Swisher, John D.
Journal of Drug Education, v14 n3 p249-92 1984 Special section on the economics of prevention. Authors of the two articles are Joyce Stein, John Swisher, Teh-Wei Hu, Nancy McDonnell, and Margaret Mitchel.
Language: English
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: CIJMAR85
Target Audience: Policymakers
Describes two recent studies sponsored by the National Institute on Drug Abuse which focused on the cost-effectiveness of prevention. Results showed that the alternatives program (Channel One) produced increased drug use at one site, while the affective education program reduced drug use and was judged cost-effective. (JAC)
Descriptors: *Adolescents; *Cost Effectiveness; *Drug Abuse Humanistic Education; *Prevention; *Program Effectiveness; Secondary Education; Youth Problems
Identifiers: Channel One

EJ307992 CG527233
Personal Drug Use and Attitudes toward Prevention among Youth Living in a High Risk Environment.
Blount, William R.; Dembo, Richard
Journal of Drug Education, v14 n3 p207-25 1984
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (142)
Journal Announcement: CIJMAR85
Compared non-users and users of alcohol and/or marijuana (N=1,020) in an inner city junior high school. Separate subcultures were strongly indicated with differences in attitudes, behavior, peer group, and significant adults. Almost any activity was seen as appropriate for a drug abuse prevention program. (JAC)
Descriptors: *Adolescents; *Drug Use; High Risk Persons; Individual Differences; Inner City; Junior High Schools; Peer Influence; Predictor Variables; *Prevention; *Social Environment; *Student Attitudes

EJ305145 CG526958
Reliability of Self-Report Measures of Drug Use in Prevention Research: Evaluation of the Project SMART Questionnaire via the Test-Retest Reliability Matrix.
Graham, John W.; And Others
Journal of Drug Education, v14 n2 p175-93 1984
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN85
Describes an evaluation of a self-report questionnaire administered to seventh graders (N=396). Using the test-retest reliability matrix, eight of nine drug-use indices appeared to have acceptable to good reliability. The three measures included in the test-retest reliability matrix provide stronger evidence for good reliability than could any single measure. (Author/JAC)
Descriptors: *Drug Use; Junior High Schools; Junior High School Students; Measurement Techniques; Prevention; *Test Reliability
Identifiers: *Self Report Measures

EJ303611 SP514168
Intervening with the Adolescent Involved in Substance Abuse.
Wagner, Brenda J.
Journal of School Health, v54 n7 p244-46 Aug 1984
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV84
Target Audience: Support Staff; Practitioners
The problem of drug abuse in school and the detrimental effects of drug use are well documented. Identification of the problem is only part of the solution. Members of the school health team are in an excellent position to intervene and

(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

provide alternatives for the student. Intervention strategies are discussed. (Author/DF)
Descriptors: *Counseling Techniques; *Drug Abuse; *Drug Rehabilitation; *Intervention; *School Health Services; Secondary Education; Student Needs

EJ303355 SE535901
Prevention of Drug Abuse Among Students: A Spanish Approach.
Mendoza, Ramon
Impact of Science on Society, v34 n1 p97-109 1984
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV84
Target Audience: Practitioners
Discusses drug abuse, its causes, and educational measures being applied in Spain to deal with the problem. Emphasizes an educational program for students aged 12-14. The program was devised by a multidisciplinary team at the University of Barcelona's Educational Sciences Institute. (JN)
Descriptors: *Drug Abuse; *Drug Education; Elementary Secondary Education; Foreign Countries; *Legislation; *Program Descriptions; Public Health
Identifiers: *Spain

EJ302401 CG526572
Preventing Adolescent Drug Abuse.
LeCoq, Lindy L.; Capuzzi, Dave
Journal of Humanistic Education and Development, v22 n4 p155-69 Jun 1984
Available from: UMI
Language: English
Document Type: GENERAL REPORT (140)
Journal Announcement: CIJNOV84
Describes an eight-session model for a group counseling program in the school setting for preventing drug abuse. The program is designed to help adolescents identify and modify coping skills, learn communication and interpersonal relationship skills, take responsibility for personal decisions, and integrate values, life styles and goals with choices. (JAC)
Descriptors: *Adolescents; Coping; Decision Making Skills; *Drug Abuse; Drug Education; *Group Counseling; Models; *Prevention; *School Counseling; Secondary Education

EJ302128 TM508940
Adolescent Social Drug Use: School Prevention Program.
Severson, Herbert H.
School Psychology Review, v13 n2 p150-61 Win 1984 This research was supported by grants from the National Institute of Child Health and Human Development (HD15825 and HD13409).
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (070)
Journal Announcement: CIJOCT84
Target Audience: Counselors; Support Staff
Social drug use by adolescents is reviewed and information on school-based prevention programs is provided. Programs which have social skills training as a major component appear effective in reducing use of alcohol, cigarettes, and marijuana. School psychologists may facilitate school prevention programs, involve parents in prevention, and provide referrals. (Author/DWH)
Descriptors: *Adolescents; Alcoholic Beverages; Drug Abuse; Drug Education; *Drug Use; Interpersonal Competence; Marijuana; *Prevention; School Psychologists; *School Role; Secondary Education; Smoking; Tobacco

EJ301580 HE518214
Knowledge of Medical Students, Residents, and Attending Physicians About Opiate Abuse.
Shine, Daniel, Demas, Penelope
Journal of Medical Education, v59 n6 p501-07 Jun 1984
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJOCT84
A questionnaire concerning knowledge of opiate abuse and attitudes about abusers was administered to 94 randomly selected physicians and medical students at Montefiore Medical Center in New York City. The results indicated that physicians might benefit from improved teaching in the area of opiate abuse. (Author/MLW)
Descriptors: Curriculum Development; *Drug Abuse; Drug Addiction; *Drug Education; *Graduate Medical Students; Higher Education; *Medical Education; *Medical Students; *Physicians Questionnaires; Surveys
Identifiers: Methadone

EJ299269 CG526246
A Comparison of Attitudes of Parents and High School Senior Students regarding Cigarette, Alcohol and Drug Use.
Friedman, Alfred S.; Santo, Yoav
Journal of Drug Education, v14 n1 p37-51 1984
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJSEP84
Surveyed 138 parents and compared their attitudes toward children's use of drugs, alcohol, and tobacco with previous findings on attitudes of students. Results suggested each generation demands a stricter standard of behavior from the other generation than from their own. (JAC)
Descriptors: *Drinking; Drug Education; *Drug Use; High Schools; High School Seniors; *Parent Attitudes; *Smoking; *Student Attitudes

DIALOG File 1: ERIC - 66-85/SEP

EJ299182 CG526159
Special Issue: Substance Abuse.
Fuhrmann, Barbara S., Ed.; Washington, Craig S., Ed.
Journal for Specialists in Group Work, v9 n1 p2-63 Mar 1984
Special Issue on Substance Abuse.
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP84
Presents ten articles about substance abuse: its effects, consequences, and strategies for intervention. Describes specific group therapy techniques and presents both a court service designed for assisting juveniles with drug/alcohol offenses, and a school-based substance abuse prevention program. Looks at strategies for counseling special populations of substance abusers. (LLL)
Descriptors: Adolescents; Adults; *Alcoholism; Anorexia Nervosa; Blacks; Counseling Techniques; *Drug Abuse; *Drug Addiction; Family Counseling; Females; *Group Counseling; Legal Problems; Prevention; Schools
Identifiers: Bulimia

EJ297852 CG526107
Developing Support for Alcohol and Drug Education: A Case Study of a Counselor's Role.
Erickson, Laurel; Newman, Ian M.
Personnel and Guidance Journal, v62 n5 p289-91 Jan 1984
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJAUG84
Demonstrates the role of a school counselor in establishing a substance abuse prevention effort and describes specific steps taken in a rural community to deal with adolescent drug problems. School and local mental health counselors were crucial to development of the program. (JAC)
Descriptors: *Alcohol Education; Case Studies; *Community Programs; *Counselor Role; *Drug Education; Program Descriptions; *Program Development; Rural Areas; School Counselors; Secondary Education; Youth Problems

EJ290077 HE517559
Evaluating Alcoholism and Drug Abuse Knowledge in Medical Education: A Collaborative Project.
Griffin, John B., Jr.
Journal of Medical Education, v58 n11 p859-63 Nov 1983
Available from: UMI
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJMAR84
Medical students performed less well on examinations about drug abuse problems and patient management than on traditional medical board examinations. The best knowledge was of pharmacology of drug abuse, Alcoholics Anonymous, and treatment of delirium tremens. Students knew less about metabolic and biochemical areas, emergency-room treatment, and legal issues. (MSE)
Descriptors: *Alcoholism; Biochemistry; Clinical Diagnosis; Curriculum Development; *Drug Abuse; *Drug Education; Drug Rehabilitation; Higher Education; Knowledge Level; Legal Problems; *Medical Education; *Medical Students; Pharmacology Student Evaluation

EJ287536 SP513303
Identification of Progressive Cocaine Abuse among Adolescents.
Fortuna, Jeffrey L.
Health Education, v14 n5 p3-6 Sep 1983
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJAN84
Primary symptoms of cocaine use and behavioral characteristics of chronic users are pointed out. Ways that school health services can help identify and assist students who abuse the substance are suggested. Approaches such as peer identification, self-diagnosis, and use of a school ombudsman are discussed. (PP)
Descriptors: *Adolescents; Behavior Change; *Drug Abuse; *Drug Education; Educational Strategies; *Illegal Drug Use; Narcotics; Personality Change; *School Health Services; Secondary Education; *Student Reaction
Identifiers: *Cocaine

EJ286327 CG524823
Factors Related to the Anticipated Use of Drugs by Urban Junior High School Students.
Ford, Denyce S.
Journal of Drug Education, v13 n2 p187-96 1983
Language: English
Document Type: RESEARCH REPORT (143)
Journal Announcement: CIJJAN84
Examined factors related to intentions to use drugs in the future by urban junior high school students (N=148). The results indicated that current drug use, friends' drug use, attitude toward drugs and self-concept all play an important role in the adolescent's intentions to use drugs. (JAC)
Descriptors: *Drug Use; Junior High Schools; *Junior High School Students; *Peer Influence; *Predictor Variables; Self Concept; Student Attitudes; Student Behavior; Student Teacher Relationship; *Urban Schools
Identifiers: *Intention

DIALOG File 1: ERIC - 66-85/SEP

EJ285072 CG524678
Experimental Study of Assertion Training as a Drug Prevention Strategy for Use with College Students.
Williams, John M.; And Others
Journal of College Student Personnel, v24 n3 p201-06 May 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC83
Assessed the impact of assertion training on college students' (N=48) drug use. Results showed the assertion training group exhibited significantly less willingness to use drugs, less drug use, and more drug refusals than a placebo discussion group. Results support the effectiveness of assertion in reducing peer pressure. (JAC)
Descriptors: *Assertiveness; *Behavior Change; *College Students; *Counseling Effectiveness; *Counseling Techniques; Drug Education; *Drug Use; Higher Education; Peer Influence; Prevention
Identifiers: Group Theory

EJ285060 CG524666
Techniques for Use in Intervention.
Thorne, Daniel R.
Journal of Alcohol and Drug Education, v28 n2 p46-50 Win 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJDEC83
Discusses an intervention technique that can be used in working with alcoholics and drug abusers who deny the need for help. The intervention focuses on the family, providing them with drug education and improved communication skills. Defusion, reframing, and positive data are used. The counselor's role is described. (JAC)
Descriptors: *Alcoholism; *Communication Skills; *Counseling Techniques; Counselor Role; Drug Rehabilitation; *Family Counseling; Family Relationship; *Intervention; Models

EJ285055 CG524661
Alcoholism and Drug Abuse Education in Graduate Psychiatric/Mental Health Nursing: A Survey.
Busch, Denise; Svanum, Soren
Journal of Alcohol and Drug Education, v28 n2 p4-7 Win 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC83
Surveyed 55 psychiatric/mental health nursing programs to assess training in substance abuse. Results indicated that, although virtually all programs offered some course work and clinical experience, the modal amount of course work was five percent of a three credit course. Specific clinical training was offered but rarely chosen. (JAC)
Descriptors: *Alcohol Education; Clinical Teaching (Health Professions); Curriculum Research; *Drug Education; Graduate Study; Higher Education; *Nursing Education; *Program Effectiveness; Student Interests
Identifiers: *Nursing Students; *Psychiatric Nursing

EJ277772 CG524049
A Statewide Evaluation of a Communication and Parenting Skills Program.
Klein, Michael A.; Swisher, John D.
Journal of Drug Education, v13 n1 p73-82 1983
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJJUL83
Evaluated the Communication and Parenting Skills (CAPS) substance abuse education program, which includes parental modeling and effective communication. Ten instructors each conducted two CAPS courses, one as an experimental course, the other as a control. Results indicated significant acquisition and utilization of constructive responses by participants in the experimental condition. (Author/JAC)
Descriptors: *Communication Skills; *Drug Education; *Parent Child Relationship; *Parent Education; *Parents; Program Evaluation; Program Implementation; Role Models; Summative Evaluation

EJ277721 CG523998
Youth and Alcohol: Is There Really an Epidemic?
Baizerman, Michael
Journal of Alcohol and Drug Education, v28 n1 p43-52 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJUL83
Analyzes various issues about youth and alcohol. Explores some realities related to adolescent drinking including that youth drink, some drink heavily, and some will become alcoholics. Argues that services for youth that drink may actually increase drinking behavior and offers a perspective for professionals working with adolescents. (RC)
Descriptors: Adolescent Development; *Adolescents; *Alcoholism; *Counseling Services; *Counselor Attitudes; Drinking; Drug Abuse; *Prevention; Secondary Education; State of the Art Reviews; *Youth Problems

DIALOG File 1: ERIC - 66-85/SEP

EJ277718 CG523095
The Efficacy of the Use of Coercion in Getting DWI Offenders into Treatment.
Flores, Philip J.
Journal of Alcohol and Drug Education, v28 n1 p18-27 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL83
Driving While Intoxicated (DWI) offenders (N=151) identified as alcoholics were coerced to seek treatment for their alcoholism. A follow-up study six months later revealed that these coerced alcoholics did no better or no worse than other alcoholics entering treatment without coercion. (Author/RC)
Descriptors: Adults; *Alcoholism; Comparative Analysis; *Counseling Techniques; *Drug Abuse; *Intervention; Motivation ; *Program Effectiveness; Referral; *Sex Differences
Identifiers: *Drinking Drivers

EJ274306 EA515997
A Cooperative Model for Preventing Alcohol and Drug Abuse.
Chambers, John; Morehouse, Ellen R.
NASSP Bulletin, v67 n459 p81-87 Jan 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY83
Describes the development and characteristics of the Student Assistance Program, a successful drug and alcohol abuse prevention and counseling program for high school students in Westchester County (New York). Students volunteering or required to accept counseling are abusers themselves or children of alcoholics. (PGD)
Descriptors: Alcohol Education; Cooperation; *Counseling Services; *Drug Abuse; Drug Education; High School Students; High Schools; *School Community Relationship
Identifiers: New York (Westchester County)

EJ274002 CG523659
A Uniform Progress and Evaluation Reporting System for Alcohol and Drug Abuse Prevention Agencies: Two Examples.
Kim, Sehwan
Journal of Drug Education, v12 n4 p309-23 1982
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAY83
Provides a systematic approach toward a remedy of the current stagnation in program monitoring and program evaluation, particularly in the field of drug abuse prevention and intervention. This approach introduces a Uniform Progress and Evaluation Reporting System (UPERS), which is capable of rendering comparative judgments across various agency performances. (Author)
Descriptors: Alcoholism; Community Programs; *Drug Abuse; *Prevention; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Social Agencies
Identifiers: *Uniform Progress Evaluation Reporting System

EJ269548 CG523196
Some Methodological Problems, Solutions and Findings from Evaluating Risk Reduction Projects.
Goldstein, Harris K.; Di Nitto, Diana
Journal of Drug Education, v12 n3 p241-53 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB83
Reports three methodological problems found in evaluating five risk reduction projects in Florida. Found that activities aimed at producing positive self-awareness and exposure to rewarding nondrug activities taught with a mixture of didactic and discussion methods and exercises are best. (Author/JAC)
Descriptors: Drinking; Drug Abuse; *Drug Education; *Evaluation Methods; High School Students; Junior High School Students; *Program Effectiveness; *Research Methodology; Secondary Education; Smoking; Teaching Methods
Identifiers: *Risk Reduction

EJ269546 CG523194
Prediction of Retention in Methadone Maintenance in a Contextual Model.
Joe, George W.; And Others
Journal of Drug Education, v12 n3 p211-27 1982
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); RESEARCH REPORT (143)
Journal Announcement: CIJFEB83
Investigated predictors of drug treatment retention of individual clients in terms of a contextual model. Found that the socioecological variables predicted the types of clients that entered treatment in terms of clinic level (aggregate) variables, and these predicted the corresponding individual level client variables and client outcomes. (Author)
Descriptors: *Dropout Characteristics; Drug Abuse; *Drug Rehabilitation; *Individual Differences; Models; Participant Characteristics; Patients; Predictor Variables; *Program Design
Identifiers: *Methadone

EJ269545 CG523193
Supports for, and Consequences of, Early Drug Involvement among Inner City Junior High School Youths Living in Three Neighborhood Settings.
Dembo, Richard; And Others
Journal of Drug Education, v12 n3 p191-210 1982
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB83
Examined the support for, and consequences of, youths' drug involvement in neighborhoods having different degrees of toughness and drug use. Surveyed junior high school students (N=1,045) about their drug use. Found an interactive relationship between neighborhood setting and supports and consequences of drug involvement. (JAC)
Descriptors: *Community Attitudes; *Community Influence; Delinquency Prevention; *Drug Abuse; Drug Education; Illegal Drug Use; *Inner City; *Junior High School Students; Junior High Schools; Neighborhoods; Social Behavior

EJ269523 CG523171
Unilateral Family Therapy for Alcohol Abuse: A Working Conception.
Thomas, Edwin J.; Santa, Cathleen A.
American Journal of Family Therapy, v10 n3 p49-58 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJFEB83
Presents unilateral family therapy in which intervention is directed toward changing the behavior of an uncooperative family member through working with a cooperative member as mediator. Applies the approach to the problem of endeavoring to reach and change an uncooperative alcohol abuser. (Author)
Descriptors: *Alcoholism; Behavior Change; Coping; *Counseling Techniques; *Family Counseling; *Family Influence Intervention; Models; Psychotherapy; Research Needs; *Spouses

EJ269242 SP512180
Recidivism and Drug Use among School-age Children.
Cappel, Lawrence W.
Journal of School Health, v52 n8 p483-85 Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN83
Data indicate that a mental health communication program, which provided drug education for adolescents (and their parents) with drug problems and which stimulated family discussion, agreement, and communication, had significant impact on reducing the rate of recidivism among the teenagers. (CJ)
Descriptors: *Adolescents; *Drug Education; *Drug Use; *Family Counseling; Parent Child Relationship; *Recidivism; Secondary Education; Secondary School Students

EJ268260 EA515645
This Program Helps Kids Say No to Alcohol and Drugs.
Seegrist, Ruth
American School Board Journal, v169 n9 p28-29,40-41 Sep 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN83
A pilot program, Chemical Addictions Prevention in Schools (CAPS), is meeting with success at a Pennsylvania high school. A counselor who is not a member of the school's regular teaching or counseling staff operates an inschool counseling center utilizing peer counseling, support groups, and crisis prevention and intervention. (Author/MLF)
Descriptors: *Counseling Services; Counselors; *Crisis Intervention; *Drug Abuse; *Drug Rehabilitation; High School Students; *Peer Counseling; Secondary Education
Identifiers: *Chemical Addictions Prevention in Schools; *Swarthmore High School PA

EJ266439 SP511970
Predicting Adolescent Smoking.
McCaul, Kevin D.; And Others
Journal of School Health, v52 n8 p342-46 Aug 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV82
A study was conducted to determine variables which would predict smoking among 297 seventh graders and to test the validity of the variables in a followup one year later. The most valid predictors were number of friends and siblings who smoked and the intention to smoke in the future. (PP)
Descriptors: *Adolescents; Drug Abuse; Family Influence; Grade 7; *Health Education; Junior High Schools; Longitudinal Studies; Peer Influence; Predictive Measurement; *Predictor Variables; *Prevention; *Smoking; Tobacco

EJ266085 RC504780
Alcohol and Drug Education: An Assessment of Effectiveness.
Hanson, David J.
Education, v102 n4 p328-29 Sum 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJNOV82
Reports that it is easier to increase drug/alcohol knowledge than to modify attitudes. Many studies show no effects of drug education on drug use, a few studies show drug education reduces use, and other studies show use increases with drug education. Suggests more effective approaches are needed. (AH)
Descriptors: Adult Education; *Alcohol Education; *Drug Education; *Drug Use; Elementary Secondary Education; Higher Education; *Outcomes of Education; *Program Effectiveness

DIALOG File 1: ERIC - 66-85/SEP

EJ265559 CG522777
"Get High On Yourself": The Effectiveness of a Television Campaign on Self-Esteem, Drug Use, and Drug Attitudes.
Domino, George
Journal of Drug Education, v12 n2 p163-71 1982
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJNOV82
The effectiveness of a week-long television campaign was assessed at three urban high schools, through measures of self-esteem, drug use, and drug attitudes administered 10 days prior to the campaign and four weeks later. Results indicated no significant changes could be attributed to the campaign. (Author)
Descriptors: *Drug Education; *Drug Use; High School Students; Program Evaluation; Secondary Education; *Self Esteem; *Student Attitudes; *Television

EJ265556 CG522774
The Impact of a Voluntary Educational Program, "Tip It Lightly, Alcohol Awareness Week," on the Drinking Attitudes and Behaviors of College Students.
Chen, W. William; And Others
Journal of Drug Education, v12 n2 p125-35 1982
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJNOV82
Determined the effectiveness of a voluntary educational program on the drinking attitudes and behaviors of college students (N=1,000). Survey results revealed that for those subjects who participated in the program, there was a significant improvement in their drinking attitudes and behaviors. (Author/RC)
Descriptors: Alcoholic Beverages; *Behavior Change; *Behavior Patterns; *College Students; *Drinking; *Drug Education; Drug Use; Higher Education; Program Effectiveness; Program Evaluation; *Student Attitudes

EJ265552 CG522770
Fostering Parent Involvement for Drug Prevention.
Garfield, Emily F.; Gibbs, Jeanne
Journal of Drug Education, v12 n2 p87-96 1982
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); PROJECT DESCRIPTION (141)
Journal Announcement: CIJNOV82
Describes the formation of parent groups in support of drug prevention efforts. Reviews some observed start-up and continuation ideas. Charts nine models along with a number of other suggested activities. Concludes with a set of recommendations and encourages professionals to function in facilitative roles with parent organizations. (Author)
Descriptors: *Drug Abuse; *Drug Education; *Group Activities; Models; Parent Child Relationship; *Parent Participation; *Parent School Relationship; *Prevention; Program Descriptions; School Community Relationship; Student Participation
Identifiers: *Support Groups

EJ264881 JC502890
Saving Our Children from Alcoholism.
Foster, Dorothy
Momentum, v13 n2 p15-17 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJOCT82
Describes current efforts undertaken by the Catholic community to prevent alcoholism and drug abuse among young people. Outlines the objectives of such preventive programs and actions currently being taken. Highlights efforts including parent education programs, workshops for teachers, clergy, and community networks. (WL)
Descriptors: Adolescents; *Alcohol Education; Alcoholism; Catholic Schools; Catholics; *Community Education; Drug Abuse; *Drug Education; Parent Education; *Prevention

EJ264880 JC502889
Drug Abuse: Catholic Schools Are Not Immune.
Carr, F. Timothy
Momentum, v13 n2 p11-14 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJOCT82
Urges awareness of the potential problems of drug use in Catholic schools. Suggests that educators become informed about drug use and related problems; be alert for signs of drug use; take a preventive, supportive, and educative approach; and formulate consistent policies related to drug use among students. (WL)
Descriptors: *Catholic Schools; *Drug Abuse; Drug Education; Educational Environment; Elementary Secondary Education; *School Administration; School Policy; Student Behavior

EJ264541 HE515740
Drug Abuse Training as Part of a Family Medicine Clerkship.
Confusione, Michael; And Others
Journal of Medical Education, v57 n5 p409-11 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT82
A program incorporating experiential and didactic experience in identification and treatment of drug abuse into third-year

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clerkship curriculum is described. Experiential training is in a methadone maintenance clinic. Students are evaluated on their knowledge, attitudes, and level of participation in the drug abuse treatment. (MSE)
Descriptors: Clinical Experience; *Curriculum Development; *Drug Abuse; *Drug Education; *Family Practice (Medicine); Field Experience Programs; *Graduate Medical Education; Higher Education; Program Descriptions; Student Evaluation
Identifiers: State University of New York Stony Brook

EJ264074 CG522630
The Effectiveness of Alcohol and Drug Education.
Hanson, David J.
Journal of Alcohol and Drug Education, v27 n2 p1-13 Win 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJOCT82
Research has demonstrated that while it is relatively easy to increase drug knowledge, it is more difficult to modify attitudes. Reviews studies and examines the existing evidence regarding the effectiveness of drug education. The largest number of studies found no effects of drug education upon use. (RC)
Descriptors: *Alcohol Education; *Attitude Change; Attitudes ; Drug Abuse; *Drug Education; *Drug Use; Elementary Secondary Education; *Knowledge Level; Literature Reviews; *Program Effectiveness

EJ262869 CG522471
Alcoholism as Stage Phenomena: A Frame of Reference for Counselors.
Peer, Gary G.; And Others
Personnel and Guidance Journal, v60 n8 p465-69 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJSEP82
Provides a conceptual framework for discussing the role of alcohol in a person's life and for planning appropriate interventions when abuse is evidenced. Discusses drive reduction and the dynamic of alcohol involvement through four involvement stages. (Author/RC)
Descriptors: *Alcoholism; Anxiety; *Behavior Patterns; Behavior Problems; Coping; *Counseling Techniques; *Drinking; *Individual Needs; Intervention; Models; Motivation; *Psychological Characteristics; Reinforcement

EJ262697 UD509124
Social Control Theory: Evaluating a Model for the Study of Adolescent Alcohol and Drug Use.
Thompson, Elaine Adams; And Others
Youth and Society, v13 n3 p303-26 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG82
Found that social control indicators (attachment to conventional institutions, commitment to conventional goals, involvement in conventional activities, and belief in conventional norms) predicted adolescent alcohol and drug use. However, peer relationships with drug users was the most significant predictor of drug involvement. (Author/MJL)
Descriptors: *Adolescents; Behavior Standards; *Drinking; *Drug Use; High Schools; *Peer Influence; *Predictor Variables ; Social Behavior
Identifiers: *Social Control

EJ262547 SP511743
10th Annual Schering Symposium. Adolescence: The Transition Years. Presented at the 55th Annual Convention of the American School Health Association, Friday, October 16, 1981, Washington, D.C.
Coates, Thomas J.; And Others
Journal of School Health, v52 n5 p291-311 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PROCEEDINGS (021); RESEARCH REPORT (143); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAUG82
Three papers presented at American School Health Association Conference (1981) addressed: adolescent problem behavior and developmental transitions (Richard Jessor); social adaptation in the first grade and its predictive value for teenage drug use (Sheppard G. Kellam, C. Hendricks Brown, and John P. Fleming); and designing health promotion programs for adolescents (Cheryl L. Perry and David M. Murray). (FG)
Descriptors: *Adolescent Development; *Adolescents; Behavior Problems; Drug Abuse; *Early Experience; *Health Education; Program Design; Secondary Education; *Socialization; Student Behavior; *Youth Problems

EJ262522 SP511718
A Statewide Comparison of Student Alcohol and Marijuana Use Patterns at Urban and Rural Public Schools.
Hahn, Dale B.
Journal of School Health, v52 n4 p250-55 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG82
A study attempted to compare differences in alcohol and marijuana use between urban and rural junior and senior high school students. Results of the study indicate that the former gulf between urban and rural student drug use may no longer exist. (JN)

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DIALOG File 1: ERIC - 66-85/SEP

Descriptors: *Adolescents; *Drinking; *Drug Use; *Marihuana Prevention; *Rural Schools; Rural Urban Differences; Secondary Education; Secondary School Students; Trend Analysis; *Urban Schools

EJ261098 CG522291
An Approach toward Quality Control of Workshops.
Kim, Senwan
Journal of Drug Education, v12 n1 p55-63 1982
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJAUG82
Introduces a practical approach toward the quality control of workshops given in the field of drug abuse prevention and in community mental health settings. Describes the workshop evaluation questionnaire which probes: (1) respondents' overall reaction to the workshop; (2) workshop effectiveness; and (3) application of techniques to participants environments. (Author)
Descriptors: Drug Abuse; *Drug Education; Evaluation Methods; Participant Satisfaction; Prevention; *Program Effectiveness; Program Evaluation; *Quality Control; Questionnaires; *Workshops

EJ261096 CG522289
Law Enforcement and Substance Abuse Prevention: Training and Strategy Selection.
Barbara, John J.
Journal of Drug Education, v12 n1 p29-42 1982
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAUG82
Describes a training program and a specific information strategy for police promoting substance abuse prevention. Discusses training components for a successful drug abuse presentation and selection of an appropriate prevention strategy. Presents a model of types of drug information. Discusses problems with negative attitudes and use of drug surveys. (RC)
Descriptors: *Drug Abuse; *Drug Education; Evaluation Methods; Information Needs; Law Enforcement; Negative Attitudes; *Police; *Prevention; *Professional Training; Program Descriptions; *Teaching Methods; Training Methods; Training Objectives

EJ259679 EC141652
Serving Troubled Youth: Quality Programs.
Smith, Judy; Johnson, Sylvia
Pointer, v26 n1 p39-41 Fall 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUL82
Three approaches to the problems of troubled and disturbed youths are described: therapeutic discussion groups with mental health professionals; a resource room model based on W. Glasser's reality therapy in which students earn points for responsible behavior and task completion; and an integrated approach to drug and alcohol abuse. (CL)
Descriptors: *Alcoholism; *Drug Abuse; *Emotional Disturbances; *Group Discussion; Group Therapy; High Schools; *Intervention; Junior High Schools; *Resource Room Programs

EJ259075 CG522111
Drug Education in Ontario Schools: Content and Processes.
Sheppard, Margaret A.; And Others
Journal of Drug Education, v11 n4 p317-26 1981
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL82
Results from two large repeated surveys of Canadian students, sampled from grades 7-13 indicated that little time is allocated to drug education. The most common focus is on alcohol. Most drug education is through the medium of teacher-led classes. Discusses implications for more effective drug education. (Author/RC)
Descriptors: Adolescents; Alcoholic Beverages; Drug Abuse; *Drug Education; *Drug Use; Educational Improvement; Elementary Secondary Education; Foreign Countries; Instructional Films; Program Evaluation; *Student Attitudes; Student Needs; Surveys; Teacher Attitudes
Identifiers: *Canada

EJ259052 CG522088
Alcoholism as a Developing Family Crisis.
Downs, William R.
Family Relations, v31 n1 p5-12 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJJUL82
Focuses on alcoholism in the husband/father. Disturbed personality and decompensation hypotheses were not supported by the data. Suggests systems theory alone is inadequate to conceptualize the inconsistency of the alcoholic, and his impact on the family. Proposes a combination of systems theory and Hill's (1949) crisis theory. (Author)
Descriptors: *Alcoholism; Coping; *Counseling Theories; Crisis Intervention; Etiology; *Family Problems; Literature Reviews; Males; *Marriage; *Personality Traits; Social Problems; *Spouses; Systems Approach

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DIALOG File 1: ERIC - 66-85/SEP

EJ257835 CG522013
Pre- and Post-Test Measurements of Self-Concept of Trainees in an Alcohol and Drug Counselor Training Program.
Stephen, Louis S.
Journal of Alcohol and Drug Education, v27 n1 p78-80 Fall 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN82
Results of pre- and posttest measurements of self-concept of recovering alcoholics and former drug addicts (N=156) over a 25-month period exhibited a statistically significant improvement on all scales of the Tennessee Self-Concept Scale. (Author)
Descriptors: Adults; *Alcohol Education; Alcoholism; *Attitude Change; *Counselor Training; Drug Addiction; *Drug Education; Measures (Individuals); *Peer Counseling; *Self Concept

EJ257227 SP511459
Competing With Ronald McDonald, Cap'n Crunch and the Pepsi Generation.
Kamholtz, J. Dennis; Wood, Bill
Journal of School Health, v52 n1 p17-18 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAY82
A new approach to elementary health education involves the use of a series of health-related games. The games address a variety of issues including nutrition, substance abuse, and dental health education. The story "Floss is the Boss" is used as an example. (JN)
Descriptors: *Dental Health; *Educational Games; Elementary Education; *Health Education; *Learning Activities; Nutrition Instruction; *Story Telling

EJ254772 CG521668
LSD Flashbacks: An Overview of the Literature for Counselors.
Silling, S. Marc
American Mental Health Counselors Association Journal, v2 n1 p38-45 Jan 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
Journal Announcement: CIJAPR82
Surveyed the literature to delineate the etiology of LSD flashbacks. Concluded that adverse experiences while using LSD are predictive of flashbacks; physiological effects of LSD use may linger after the drug has been metabolized; and individuals who have flashbacks are highly suggestive and play a flashback "role."
Descriptors: *Counseling Techniques; *Drug Abuse; *Etiology *Lysergic Acid Diethylamide; *Physiology; Predictor Variables Role Playing
Identifiers: *Flashback

EJ254383 SP511259
Helping Ninth-Graders Make Responsible Health Decisions.
Olson, John R.
Journal of School Health, v51 n9 p601-02 Nov 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR82
With the help of experts and resources from several departments, a high school developed a course in health education. Designed specifically for ninth-graders, the course presents activity-based instruction on topics of fitness and nutrition, substance abuse, stress management, and human relations. (JN)
Descriptors: *Curriculum Development; *Grade 9; *Health Activities; *Health Education; Health Materials; High Schools Nutrition Instruction; Peer Acceptance; Physical Fitness

EJ249612 CG521016
Evaluating the Usability of a Spanish Language Drug and Substance Abuse Education Program.
Toohey, Jack V.; And Others
Journal of Drug Education, v11 n2 p179-84 1981
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC81
Describes a Spanish language drug and substance abuse education program including development of a student activity book and instructor's manual and a usability evaluation. Traditional value gaming strategies were used. A pilot study in Mexico showed Spanish speaking agencies could use the program conducted by their own staff. (Author/JAC)
Descriptors: *Adolescents; *Drug Education; Feasibility Studies; Foreign Countries; Intercultural Programs; Program Descriptions; Program Evaluation; *Spanish Speaking; *Values Clarification
Identifiers: *Mexico

EJ248872 HE514591
Guidelines for Alcohol Abuse Prevention on the College Campus: Overcoming the Barriers to Program Success.
Mills, Kenneth C.; And Others
Journal of Higher Education, v52 n4 p399-414 Jul-Aug 1981
Available from: Reprint: UMI
Language: English

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DIALOG File 1: ERIC - 66-85/SEP

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJNOV81
A conceptual and practical plan is outlined for campus alcohol abuse prevention programs. Barriers to program success are identified, and a prevention strategy is presented that focuses on methods to: (1) define alcohol-related problems, (2) negotiate a prevention contract, and (3) develop a peer problem-solving approach to alcohol education. (Author/LB)
Descriptors: *Alcohol Education; Alcoholism; College Students; *Drinking; Guidelines; Higher Education; *Peer Influence; *Prevention; *Program Administration; Program Effectiveness; Student Participation

EJ248275 CG520943
Emetic and Electric Shock Alcohol Aversion Therapy: Six- and Twelve-Month Follow-Up.
Cannon, Dale S.; Baker, Timothy B.
Journal of Consulting and Clinical Psychology, v49 n3 p360-68 Jun 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJNOV81
Follow-up data are presented for 6- and 12-months on male alcoholics (N=20) who received either a multifaceted inpatient alcoholism treatment program alone (controls) or emetic or shock aversion therapy in addition to that program. Both emetic and control subjects compiled more days of abstinence than shock subjects. (Author)
Descriptors: *Alcoholism; *Behavior Change; Behavior Modification; Comparative Analysis; *Counseling Techniques; Followup Studies; Males; *Negative Reinforcement; Predictor Variables
Identifiers: *Aversion Therapy

EJ246736 CG520760
Rutgers Student Alcohol Project: Open Systems Perspective.
Crossman, Lenard H.
Journal of Alcohol and Drug Education, v26 n3 p23-29 Spr 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); GENERAL REPORT (140); REVIEW LITERATURE (070)
Journal Announcement: CIJOCT81
Discusses systems theory applied to alcoholism programing which enables programers to analyze a project for maximum system effectiveness. It is suggested that generating scarce resources, especially clients, and having appropriate services, calls for extensive interorganizational linkages and for sensitive interaction with the environment. (Author)
Descriptors: *Alcohol Education; *Alcoholism; Drug Education; Institutional Cooperation; Program Descriptions; Program Development; *Program Effectiveness; State of the Art Reviews; *Systems Approach

EJ245333 CG520566
"Hashish and Marijuana"--An Innovative, Interdisciplinary Drug Education Curricular Program for High Schools.
Zoller, Uri; Weiss, Shoshana
Journal of Drug Education, v11 n1 p37-46 1981
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); GENERAL REPORT (140)
Journal Announcement: CIJSEP81
Describes an interdisciplinary chemically oriented curriculum designed to cope with adolescent drug abuse. The program is designed to be included in high school science and chemistry programs. Results of a field test indicated significant change in participants' knowledge and attitudes about drugs. (RC)
Descriptors: *Curriculum Development; Drug Abuse; *Drug Education; Foreign Countries; High Schools; *Interdisciplinary Approach; *Marihuana; Program Descriptions; Program Design; Program Evaluation; *Science Curriculum; Secondary Education
Identifiers: *Israel (Haifa)

EJ244789 SP510663
Development of a High School Health Education Curriculum.
Shaw, Mary Wright; Norfleet, Mary Ann
Journal of School Health, v51 n3 p182-85 Mar 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Journal Announcement: CIJAUG81
In recognition of the necessity for giving priority to health education, an ad hoc committee was formed to study the problems in a large suburban high school. Their tasks were to assess health services and health education curricula and to recommend ways to develop a comprehensive health education program. (JN)
Descriptors: *Adolescents; Alcoholism; *Curriculum Development; Drug Education; *Health Education; High Schools; Mental Health; Parent Participation; Physical Health; Sex Education; *Student Needs; *Workshops

EJ243130 SP510553
Back to Some Basics of Health Lesson Planning.
Middleton, Kathleen
Health Education, v12 n1 p4-8 Jan-Feb 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJUL81
A health education lesson should be designed as part of a planned curriculum. The curriculum components need to be

(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

organized around health topic areas and health concepts. An identification of long range goals needs to be made. (JN)
Descriptors: *Curriculum Development; Disease Control; Drug Use; Educational Objectives; Family Health; *Health Education Hygiene; *Lesson Plans; Life Style; Mental Health; Nutrition; Preventive Medicine; Public Health; *Units of Study

EJ242609 HE513976
The Career Teacher Grant Program: Alcohol and Drug Abuse Education for the Health Professions.
Labs, Sharon M.
Journal of Medical Education, v56 n3 p202-04 Mar 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: CIJJUL81
A model for improving medical training in substance abuse is presented based on the proposals of 22 Career Teacher Grant Programs. The grant provides support for training medical faculty to develop and implement a substance abuse curriculum. The model includes objectives for initial preparations and advice regarding the development and implementation phases. (JMD)
Descriptors: *Alcohol Education; Alcoholism; *Curriculum Development; Curriculum Evaluation; Drug Abuse; *Drug Education; Educational Objectives; Guidelines; Higher Education; Interdisciplinary Approach; *Medical Education; Medical School Faculty; Models
Identifiers: *Career Teacher Grant Program

EJ240033 CG520150
A Factual Approach to Drug Education and Its Effects on Drug Consumption.
Serdahely, William J.
Journal of Alcohol and Drug Education, v26 n1 p63-68 Fall 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN81
Literature suggests that the factual approach to drug education may cause an increase in drug usage. The pharmacological approach was used in a college drug education course, and an assessment of students' drug consumption was made. No statistically significant changes were found for the substances surveyed. (Author)
Descriptors: Behavior Change; College Curriculum; *College Students; *Drug Education; *Drug Use; Higher Education; *Information Utilization; *Outcomes of Education; *Pharmacology; Program Effectiveness

EJ238323 CG520040
Evaluating Professional Education in Drug Use and Abuse.
Slaven, Thomas M.
Journal of Drug Education, v10 n4 p313-18 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAY81
In evaluating the effectiveness of teacher training program in substance abuse education, the major impact was on teachers' knowledge of drugs. While a statistically significant change in both knowledge and attitudes occurred from pretest to posttest, strong conclusions regarding attitude change could not be drawn. (Author)
Descriptors: Alcohol Education; *Attitude Change; *Drug Education; Elementary Secondary Education; *Inservice Education; Pretests Posttests; Professional Development; *Program Effectiveness; *Teacher Attitudes; Teachers

EJ238321 CG520038
The Juvenile Intervention Program: Results of the Process, Impact and Outcome Evaluations.
Iverson, Donald C.; Roberts, Tom E.
Journal of Drug Education, v10 n4 p289-300 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Journal Announcement: CIJMAY81
The program positively affected family communication patterns, self-esteem levels, and drug knowledge levels at follow-up. The follow-up data indicated that drug-related school system and drug-related criminal justice system contacts were significantly reduced. There was a reduction in drug usage by regular users for selected drugs. (Author)
Descriptors: *Adolescents; *Delinquency; *Drug Abuse; *Drug Rehabilitation; *Family Involvement; *Intervention; Pretests Posttests; Program Evaluation; Self Esteem

EJ234489 HE513422
Drugs and the Consumer. An All-University Course.
Scott, David M.; Montague, Michael
American Journal of Pharmaceutical Education, v44 n3 p270-72 Aug 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR81
A course designed to educate individuals in the responsible use of prescription and nonprescription drugs, offered to the entire student body at the University of Minnesota, is outlined and evaluated. (MSE)
Descriptors: College Curriculum; *Consumer Education; Consumer Protection; Course Descriptions; *Drug Education; *Drug Use; Elective Courses; Health Education; Higher

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Education; *Pharmaceutical Education
Identifiers: *University of Minnesota

EJ234165 EA513499
Students and Drugs: What You Don't Know Could Hurt Them.
Wirth-Melliand, Laurie
Updating School Board Policies, v11 n9 p1-4 Sep 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJMAR81
Outlines some of the effects of marihuana on the user and discusses the drug alternative program in operation in the Anne Arundel County (Maryland) schools. (IRT)
Descriptors: *Drug Abuse; *Drug Education; Elementary Secondary Education; *Marihuana; Program Descriptions

EJ233782 CG519473
Focused versus Broad-Spectrum Behavior Therapy for Problem Drinkers.
Miller, William R.; And Others
Journal of Consulting and Clinical Psychology, v48 n5 p590-601 Oct 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR81
Results of this comparison of treatment methods indicated that all groups improved significantly on drinking measures. Breath testing was found to be unhelpful as an assessment procedure. The degree to which therapists showed accurate empathy proved to be a good predictor of client outcome. (Author)
Descriptors: *Alcoholism; *Behavior Modification; Comparative Analysis; *Counseling Techniques; Counseling Theories; *Empathy; Predictor Variables; *Self Control; Sex Differences

EJ233118 SP509807
Improving Alcohol-Related Disruptive Behaviors through Health Instruction.
Dennison, Darwin; Prevet, Thomas
Journal of School Health, v50 n4 p206-08 Apr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB81
The purpose of this study was to develop and execute an alcohol intervention program that was directed at dangerous and disruptive behavior. (UD)
Descriptors: *Alcohol Education; *Antisocial Behavior; *College Students; Drug Abuse; *Health Education; *Program Development; Violence

EJ232795 RC503946
A Practical Approach to Rural Drug Abuse Programming.
Rozelle, George R.; And Others
Human Services in the Rural Environment, v5 n4 p16-24 Jul-Aug 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB81
Reviews characteristics of rural drug abuse and general considerations for rural service delivery. Describes the Prevention Project, a rural drug abuse program in Florida, and explains its development, philosophy, and teaching techniques, including a basic educational module for use with rural youth. Includes recommendations for similar programs. (SB)
Descriptors: Behavior Change; Community Involvement; Delivery Systems; *Drug Abuse; *Drug Education; Health Services; Human Services; Mass Media; *Outreach Programs; *Program Design; Program Development; Rural Areas; *Rural Youth; Teacher Education; *Teaching Methods; Values Clarification
Identifiers: *Florida

EJ229744 CG519077
Content Analysis of Teenaged Interviews for Designing Drug Programs.
Bell, Edward V.
Journal of Drug Education, v10 n2 p173-79 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Journal Announcement: CIJJAN81
Analyses of the data and youths' prescriptions concerning prevention of abuse yielded 12 program recommendations. These programs can create the awareness that led to concerted programs to stop the war and pollution. When designing educational-information programs, one must be aware of the total system of causal factors. (Author/BEF)
Descriptors: Adolescents; *Content Analysis; Drug Abuse; *Drug Education; Drug Rehabilitation; *Prevention; *Program Development; Program Evaluation; Secondary Education

EJ229741 CG519074
Alcoholics Anonymous in a Therapeutic Community.
Krupka, Lewis F.; Blume, E. Sue
Journal of Drug Education, v10 n2 p145-51 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN81
In an effort to deal with multiple substance abusers, a program was developed and evaluated which utilizes the therapeutic community concept in conjunction with Alcoholics

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Anonymous. (Author/LAB)
Descriptors: Adult Education; *Alcohol Education; Alcoholism; *Drug Abuse; Drug Education; *Drug Rehabilitation; *Milieu Therapy; Program Evaluation; *Therapeutic Environment
Identifiers: *Alcoholics Anonymous

EJ229739 CG519072
Evaluation of the Effectiveness of a Drug Prevention Education Program.
Kearney, Artie L.; Hines, Max H.
Journal of Drug Education, v10 n2 p127-34 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); GENERAL REPORT (140)
Journal Announcement: CIJJAN81
Measured the effectiveness of a drug prevention education program developed by the Cooperative Educational Service Agency Number Eight in Wisconsin. As a result of this study, the U.S. Office of Education has recognized this program as a national model. (Author)
Descriptors: Children; *Drug Education; Drug Use; Elementary Education; *Elementary School Curriculum; *Prevention; *Teaching Models
Identifiers: *Cooperative Educational Service Agencies; *Piers Harris Childrens Self Concept Scale; Wisconsin

EJ229735 CG519068
Drug Education--A Turn On or a Turn Off?
Goodstadt, Michael S.
Journal of Drug Education, v10 n2 p89-99 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN81
Reviewed available studies reporting on the negative effects of drug education programs. Findings indicated that program objectives were to prevent drug abuse. The programs' actual effect was to liberalize attitudes towards drug use. (LAB)
Descriptors: Adolescents; *Alcohol Education; *Drug Education; *Drug Use; *Program Attitudes; Program Effectiveness

EJ229321 AA531863
Straight Talk about Drug Education.
Folkers, Frank G.
Curriculum Review, v19 n2 p126-28 Apr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJAN81
Citing young people's seemingly extensive--but actually superficial--knowledge about drugs, the author suggests that students need drug education which stresses self-awareness and decision making. He outlines the type of teacher training and community involvement needed for such a program. (SJL)
Descriptors: Community Involvement; Decision Making; Drug Abuse; *Drug Education; Inservice Teacher Education; Program Design; Program Effectiveness; Secondary Education; Teaching Skills

EJ229066 SP509673
Our Children Are Going to Pot: Comments from a Health Educator.
Apgar, Fred M.
Journal of School Health, v50 n1 p40-41 Jan 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJDEC80
A drug prevention curriculum for use in school health education programs is outlined. The curriculum is based on the promise that schools should actively participate in students' social and emotional development. (JMF)
Descriptors: *Alcohol Education; *Curriculum; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Family School Relationship; *Health Education

EJ227265 CG518829
Drug Dependence: Implications for Educators.
Wilbur, Brian D.
School Guidance Worker, V35 n6 p44-48 Aug 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJDEC80
Drug education should be relevant to our drug-using society and part of the curricula for all grade levels. It must go beyond the classroom to life applications. The impact of drugs presents an opportunity to develop a comprehensive approach based on community resources for the benefit of youth. (Author/BEF)
Descriptors: *Adolescents; Curriculum Development; *Drug Abuse; *Drug Education; *Relevance (Education); School Community Relationship; *Teachers; Youth

EJ226797 AA531515
Coping with Tomorrow Helps Kids Today.
Heflich, Richard G.
NJEA Review, v53 n5 p14-15 Jan 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Journal Announcement: CIJDEC80
Briefly discussed are the goals and curriculum of a successful program, "Coping With Tomorrow," which emphasizes a broad approach to health and drug abuse prevention and which

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places into perspective the emotional, social, and physical development of adolescents and the demands, challenges, and influences of their world. (Author/KC)
Descriptors: Adolescents; *Drug Abuse; Educational Objectives; Group Guidance; Health Education; Opinions; Program Descriptions; School Community Relationship; School Role; *Sex Education; *Social Problems; Television Viewing
Identifiers: Coping with Tomorrow

EJ220978 CG517913
Applications of a Theory of Drug Use to Prevention Programs.
Huba, George J.; And Others
Journal of Drug Education, v10 n1 p25-38 1980
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Journal Announcement: CIJSEP80
This interactive theory of drug use posits that drug-taking behavior is caused by several constellations of intra- and extra-individual forces. Influences interact to modify each other while determining the presence of a variety of lifestyle behaviors including drug and alcohol use. The model grows as new data are collected. (Author/BEF)
Descriptors: Adults; Behavior Patterns; Drinking; *Drug Use *Interaction; Life Style; *Prevention; *Program Development; Rehabilitation

and treatment of adolescent alcohol use and abuse is considered in view of the many potential individual and societal problems caused by alcohol. (NRB)
Descriptors: *Adolescents; *Alcohol Education; Alcoholism; *Drinking; Family Influence; Peer Influence; Personality Traits; *Prevention; *School Role; *Student Behavior

FORMAT OF ERIC DOCUMENTS (ED NUMBERS)
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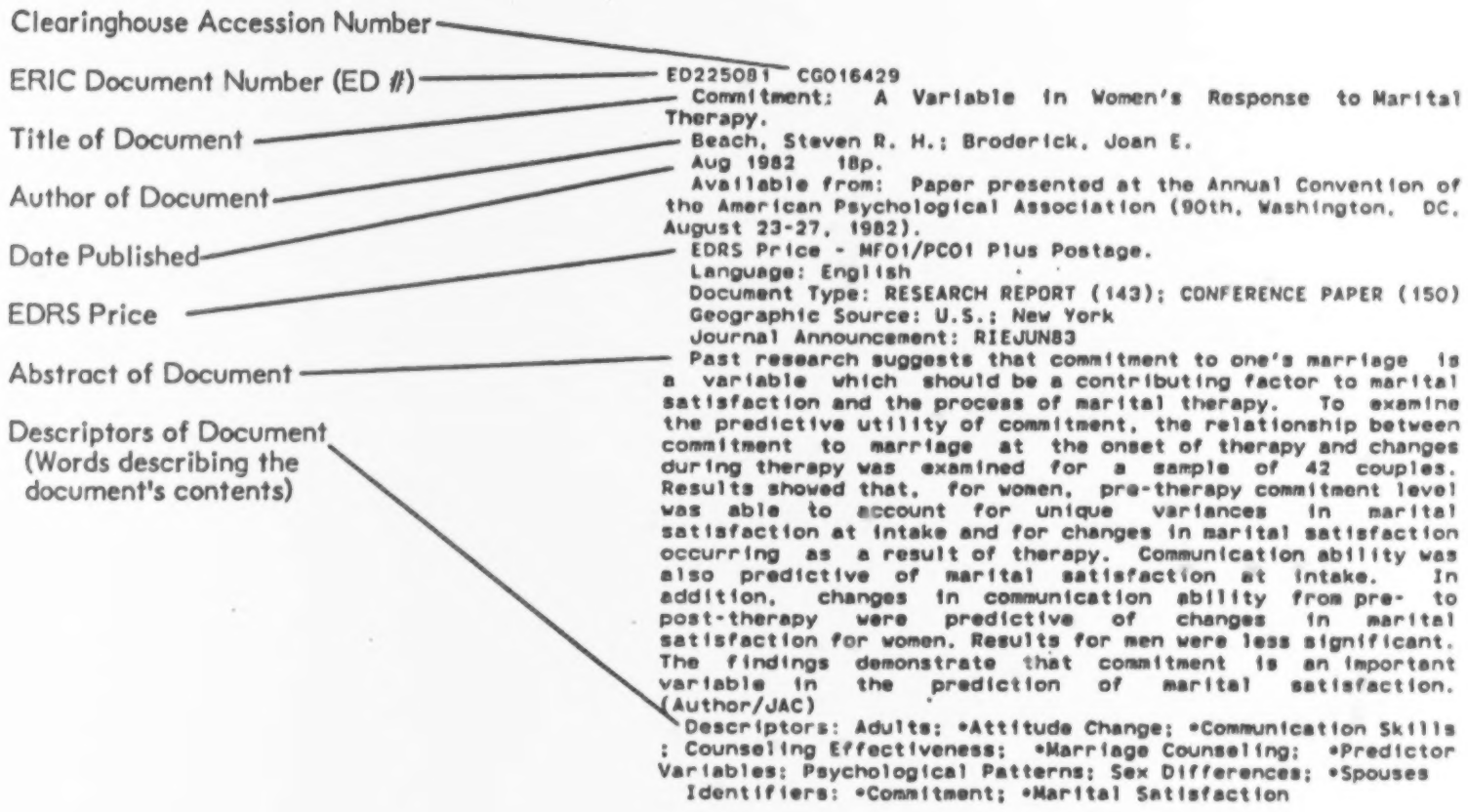
Clearinghouse Accession Number
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Title of Document
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Date Published
EDRS Price
Abstract of Document
Descriptors of Document
(Words describing the
document's contents)
ED225081 CG016429
Commitment: A Variable in Women's Response to Marital Therapy.
Beach, Steven R. H.; Broderick, Joan E.
Aug 1982 18p.
Available from: Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN83
Past research suggests that commitment to one's marriage is a variable which should be a contributing factor to marital satisfaction and the process of marital therapy. To examine the predictive utility of commitment, the relationship between commitment to marriage at the onset of therapy and changes during therapy was examined for a sample of 42 couples. Results showed that, for women, pre-therapy commitment level was able to account for unique variances in marital satisfaction at intake and for changes in marital satisfaction occurring as a result of therapy. Communication ability was also predictive of marital satisfaction at intake. In addition, changes in communication ability from pre- to post-therapy were predictive of changes in marital satisfaction for women. Results for men were less significant. The findings demonstrate that commitment is an important variable in the prediction of marital satisfaction. (Author/JAC)
Descriptors: Adults; *Attitude Change; *Communication Skills; Counseling Effectiveness; *Marriage Counseling; *Predictor Variables; Psychological Patterns; Sex Differences; *Spouses
Identifiers: *Commitment; *Marital Satisfaction

ED255855 CG018187
Adolescent Alcohol Abuse. Fastback Series No. 217.
Horton, Lowell
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
1985 48p.; This fastback was sponsored by the Ohio State University Chapter of Phi Delta Kappa.
Report No.: ISBN-0-87367-217-8
Available from: Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($0.75).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Indiana
Journal Announcement: RIESEP85

This booklet examines the problem of alcohol use among American teenagers. The role that alcohol plays in adult society is presented and its potential danger for causing teenage alcohol addiction is considered. A discussion on why some teenagers abuse alcohol focuses on familial, peer, sociocultural, environmental, personality, and behavioral influences. Fourteen specific behaviors and characteristics which may be symptomatic of alcohol or drug abuse in students are identified. The literature and research in the areas of the current legal drinking age controversy, the problem of teenage drinking and driving, and the sometimes lethal result of mixing alcohol and other drugs are reviewed to help educators become better informed about issues impinging directly or indirectly on teenage alcohol use and abuse. Finally, the role of the school in the education, prevention,

ED255824 CG018156
Drug Abuse Treatment and Prevention--1984. Hearing before the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Eighth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.
26 Jun 1984 179p.; Portions of document contain small print.
Report No.: SCNAC-98-2-5
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP85
Government: Federal
Target Audience: Policymakers

This document contains testimony and prepared statements from assistant secretaries in the Department of Education and the Department of Health and Human Services; directors from the Department of Health and Human Services; the general director of Beth Israel Medical Center; the president of Phoenix House Foundation, Inc., a drug-free treatment program with services in New York and California; the executive director of the Alcohol and Drug Problems Association of North America; representatives from the New Jersey State Department of Health, police departments, schools, and the State Department of Education. Activities of the Department of Health and Human Services and the Department of Education are reviewed to examine their responses to the concerns of state and local treatment and prevention professionals. Reports are included on the current situation from treatment and prevention experts. The role of methadone maintenance in treating drug addiction is examined, and drug-free treatment alternatives are explored. Testimony is also given from a panel of state and local representatives from New Jersey involved in the statewide community organization program (SCOP), a community-based drug abuse prevention approach which has successfully increased school attendance, encouraged youth volunteer services, and reduced vandalism and other disruptive behaviors associated with drug abuse. (NRB)

Descriptors: *Drug Abuse; *Drug Rehabilitation; *Federal Aid; *Government Role; Hearings; Local Issues; Prevention; Program Effectiveness; Rehabilitation Programs; State Action; *State Agencies
Identifiers: Congress 98th; *Methadone

DIALOG INFORMATION SERVICES, INC

DIALOG File 1: ERIC - 66-85/SEP

ED255776 CG018108
Substance Abuse Awareness Telephone Survey. Community School District 22, Brooklyn, New York.
Claster, Daniel
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
1982 41p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP85
Target Audience: Community; Practitioners; Researchers
A random digit dialing procedure was used to administer a telephone survey to 335 adult residents of Community School District 22 in Brooklyn, New York. An interview schedule was developed to measure respondents' awareness of substance abuse in their neighborhoods and of local facilities for dealing with such problems. Respondents (N=125) whose households included school-aged children were asked about substance abuse in schools in a form parallel to the neighborhood survey. The findings indicated that respondents considered drug and alcohol abuse a significant community problem. Marijuana was the drug most frequently cited as the cause of problems, and beer was the most frequently cited alcoholic beverage. Respondents stated that personal observations formed the source for their opinions. Most respondents indicated that they had a fair amount or not much information about the effects of drugs and alcohol. Newspapers and television were the most frequently mentioned sources of information on the effects of both substances. Only 12 percent of all respondents reported knowledge about community health agencies dealing with drug and alcohol problems; even fewer knew of the efforts of law enforcement agencies, religious groups, and schools. About one-third of respondents expressed a willingness to attend a drug and alcohol education program if one were available. (The survey instrument and 17 data tables are included in the report.) (NRB)
Descriptors: Adults; Alcohol Education; *Alcoholism; Antisocial Behavior; *Community Problems; Community Services; *Drug Abuse; Drug Education; *Drug Use; Elementary Secondary Education; *Information Sources; Neighborhoods; *Public Opinion; Public Schools; Student Problems
Identifiers: Telephone Surveys

ED255558 TM850200
A High School Survey Questionnaire of Drug Attitudes and Usage.
Pascale, Pietro J.
1985 8p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S.; Ohio
Journal Announcement: RIEAUG85
The High School Survey on Drugs was developed to assess the drug attitudes of and usage by high school students. The survey was designed to determine drug usage in a specific geopolitical area and to determine drug education program needs. The questionnaire is easily administered to groups of students. There are three types of questions associated with each of thirteen classes of drugs--prevalence, frequency of usage, and perception of harmfulness. The instrument is designed to assess group, rather than individual status. The 72 item instrument is included in the document. (DWH)
Descriptors: *Attitude Measures; Drug Education; *Drug Use; Group Testing; High Schools; *High School Students; *Student Attitudes; Test Reliability; Test Validity
Identifiers: *Group Attitudes; *High School Survey on Drugs

ED252944 EA017454
A K-12 Written Guidance Plan. Minimum Standards Implementation Series.
Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
1983 44p.; For related documents, see EA 017 445-459.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); LEGAL MATERIAL (090)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJUN85
Government: State
Target Audience: Policymakers; Practitioners
One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education for elementary and secondary schools, this leadership document addresses the need, the purpose, and the implementation procedures for a K-12 written guidance plan in accordance with the Ohio Administrative Code. Part 1 provides the rationale for a written guidance plan, followed by a definition of key terms and a set of sequential steps in developing such a plan. These include the following: (1) identify guidance coordinator and guidance advisory committee; (2) assess district guidance needs; (3) develop guidance philosophy, goals, and objectives for the K-12 written guidance plan; (4) develop a guidance plan of action; (5) present guidance plan to district board of education; (6) implement the K-12 written guidance plan; and (7) evaluate guidance plan. Part 2 presents guidelines for developing a program on the harmful effects of drugs, alcohol, and tobacco. These guidelines are intended to assist school personnel in forming a task force, assessing needs, developing policies and procedures, developing and implementing the plan, providing staff and parent inservice training, and utilizing community resources that are adjuncts to district efforts, and state and federal resources as well. A bibliography is included. (TE)
Descriptors: Alcohol Education; Drug Abuse; Drug Education; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; Guidelines; Master Plans; Needs Assessment; Policy Formation; *Program Design; *Pupil Personnel Services
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

; School Community Relationship; *School Guidance; State Standards; Tobacco
Identifiers: *Ohio; Ohio State Board of Education

ED252272 PS014607
Starting Early: A Guide to Federal Resources in Maternal and Child Health.
Mockenhaupt, Robin
National Center for Education in Maternal and Child Health, Washington, DC.
Mar 1984 86p.
Sponsoring Agency: Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Grant No.: DHHS-MCJ-111-002-01-0
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050); BIBLIOGRAPHY (131)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAY85
Target Audience: Practitioners; Parents; Community
Designed to simplify the search for federal government resources on maternal and child health, this guide was prepared for use by health professionals, educators, administrators, and the general public. It describes over 250 print and nonprint (posters, audiovisuals) resources in prenatal, infant, child, and adolescent health. The guide is divided into three sections: (1) maternal and child health; (2) infant, child, and adolescent health; and (3) appendix. Resources are grouped by topic and audience and are listed alphabetically by title within each topical category. Each entry includes information on price and source and a brief annotation. Some materials are available in Spanish. The section on maternal and child health includes materials on women's health, prenatal care, high-risk pregnancies/genetics, and adolescent pregnancy. The section on infant, child, and adolescent health covers the topics of parenting/child development, children with special needs, childhood illness, sudden infant death syndrome, nutrition, day care, child abuse, accident prevention, dental health, adolescent health, assessment and screening of children, and morbidity/mortality. The appendix includes alphabetical indexes by title and by subject; complete ordering information; and lists of important state, regional, and federal contacts in maternal and child health. Also included is a list of Federal Health Information Centers that may provide additional information on particular topics. (CB)
Descriptors: Accident Prevention; *Adolescents; Annotated Bibliographies; Child Abuse; Child Development; *Children; Day Care; Dental Health; Disabilities; Diseases; Drug Use; Federal Government; *Females; Genetics; *Health Education; *Health Materials; Medical Evaluation; *Mothers; Multilingual Materials; Nutrition; Parenting Skills; Pregnancy; Prenatal Influences; Resource Materials; Spanish; Special Health Problems
Identifiers: Child Mortality; Sudden Infant Death Syndrome

ED251765 CG017894
Guidelines for Planning and Conducting Student Awareness Programs.
Flanders, Madonna; Spang, Bruce P.
Maine State Dept. of Educational and Cultural Services, Augusta.
Sep 1983 36p.; For related document, see CG 017 805.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Maine
Journal Announcement: RIEMAY85
Government: State
Target Audience: Practitioners
This guide is intended to aid school systems to help students, as members of a group, recognize the effects of chemical dependency on themselves and their peers through student awareness programs. After the introduction, a section on identifying outcomes deals with setting realistic expectations for a student awareness program. The need for gaining administrative and student support is discussed. Suggestions are then made to aid the planning committee, including possible group standards to consider and actual tasks associated with program preparation. Format issues are discussed, with recommendations for small group facilitator training and the use of expert presenters from outside of the school. Sensitivity to home situations and providing opportunities for students to talk outside the group situation are dealt with. The remainder of the booklet provides information on setting up the content of a student awareness program. Goal statements are arranged in order of priority along with an indication of the approximate time needed for each goal. Statements of objectives and content outlines are provided for each goal statement. Activities and resources are broken down and described separately for grades 7-8, 9-10, and 11-12. A sample agenda shows the flow of activities for each day of a typical awareness program. (LLL)
Descriptors: *Drug Abuse; *Drug Addiction; *Drug Education; *Group Activities; Program Guides; School Involvement; Secondary Education; *Secondary School Students; Social Support Groups
Identifiers: Student Awareness Programs

ED250599 CG017798
Communities: What You Can Do about Drug and Alcohol Abuse.
Gardner, Stephen E.
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
1983 17p.
Report No.: DHHS(ADM)-84-1310
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC01 Plus Postage.
Language: English

(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR85
Government: Federal
Target Audience: Parents; Community; Practitioners
This booklet identifies four critical areas for alcohol and drug abuse prevention strategies: communities, parents and families, schools, and the workplace. Under each area, specific ideas for action and pertinent resource materials are described. The community strategies described include youth organizations, policies and laws, counseling, the Channel One process, health promotion, and use of the media and networking. Parent support and action groups, family life skills development, and parent education programs are highlighted under family strategies. For school strategies, policies, peer programs, information programs, health curricula, and student assistance and alternative programs, are suggested. The workplace strategies which are discussed include policies, assistance programs, family programs, health promotion, and information and education programs. The booklet concludes with a list of resource organizations. (BL)
Descriptors: *Alcoholism; *Community Programs; *Drug Abuse; Drug Education; Family Involvement; Networks; School Activities; Work Environment

ED250588 CG017787
Say It Straight: Adolescent Substance Abuse Prevention Training.
Englander-Golden, Paula; And Others
Aug 1984 19p.; A brief version of this paper was presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
Sponsoring Agency: Oklahoma State Dept. of Mental Health, Stillwater.
Contract No.: OK-200073
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Oklahoma
Journal Announcement: RIEAPR85
Patterns of drug use among teenagers indicate they are highly influenced by peers. To examine the influence of Say It Straight, an alcohol/drug abuse prevention program aimed at teaching adolescents to deal with peer pressure, sixth, seventh and eighth graders (N=509) created and role played situations in which they wanted to say "no" to an offer of alcohol/drugs or to talk to a friend who was "using." Satir's body sculpting was used to illustrate different communication styles and maximize the chance to elicit feelings. Youngsters exchanged information about their feelings as they interacted within role plays and practiced behaviors they found most effective. Every grade showed a statistically significant movement toward assertive attitudes which was not obtained in a control school. Comparing alcohol/drug related school suspensions and referrals for the entire school year showed fewer such incidents in the experimental than in the control schools. A follow-up of school suspensions during the succeeding academic year still found no new "users" among trained youngsters. (JAC)
Descriptors: *Adolescents; Assertiveness; *Communication Skills; *Drug Abuse; Junior High Schools; Middle Schools; *Peer Influence; *Prevention; Program Effectiveness; Role Playing; Skill Development
Identifiers: *Say It Straight Prevention Program

ED249456 CG017776
Adolescents in Crisis: Parental Involvement. Hearing before the Subcommitte on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on Examining How Best to Help Adolescents with Problems of Alcohol Abuse, Drug Dependence, Premature Sexual Involvement, and Mental Illness.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
24 Feb 1984 257p.; Some portions may be marginally legible due to small print.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR85
Government: Federal
Target Audience: Policymakers
This document contains prepared statements, articles, and publications from the Congressional hearing on parental involvement with adolescents in crisis. The prepared statements include those by representatives of the Department of Health and Human Services, the Christian Medical Society, the National Federation of Parents for Drug-Free Youth, the National Family Planning and Reproductive Health Association, Teen-Aid, the Search Institute, the Alliance for the Mentally Ill, and medical professionals and educators. Topics covered include alcohol abuse, drug dependence, premature sexual involvement, and mental illness. Articles and publications provided include information from 1980, 1982, and 1983 Gallup Polls, a Senate resolution supporting parental involvement with adolescent problems, and a national study on young adolescents and their parents. (BL)
Descriptors: *Adolescents; Counseling Services; Crisis Intervention; *Drinking; Drug Abuse; *Drug Use; Family Involvement; Hearings; *Mental Disorders; *Parent Participation; Parent Role; Secondary Education; *Sexuality
Identifiers: Congress 98th

ED249450 CG017770
A School Answers Back: Responding to Student Drug Use.
Hawley, Richard A.
American Council for Drug Education, Rockville, MD.
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

1984 158p.
Report No.: ISBN-942348-14-1
Available from: American Council for Drug Education, 6193 Executive Blvd., Rockville, MD 20852 ($6.75, postage included).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAR85
Target Audience: Parents; Practitioners; Community
This book is written for school staff, parents, and others interested in confronting and reversing the use of drugs by developing children. The book is presented in two parts, "The Concept," and "A Story." "The Concept" presents a program blueprint for schools which either are starting a drug education program or augmenting an existing one. Information is given on problem identification, faculty role, staff training, school-family relationship, treatment, role of recovering users, rules and discipline, prevention, and parent awareness networks. "A Story" recounts the author's own experience in acknowledging and responding to the drug problem at University School in Cleveland, Ohio. The setting, the experiment, understanding student drug use, the response to the problem, and bright signs are discussed. A list of booklets available from the American Council for Drug Education completes the book. (BL)
Descriptors: Adolescents; Children; *Drug Education; *Drug Use; Elementary Secondary Education; Family School Relationship; *Parent Role; Prevention; Program Design; School Activities; *School Role

ED248449 CG017723
Preventing Adolescent Drug Abuse: Intervention Strategies. NIDA Research Monograph 47. A RAUS Review Report.
Glynn, Thomas J., Ed.; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
1983 271p.; Based upon papers and discussion from the RAUS Review Conference, Rockville, MD, April 14-15, 1983.
Report No.: DHHS-(ADM)83-1280
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: COLLECTION (020); REVIEW LITERATURE (070)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEFEB85
Government: Federal
This collection of papers begins with a presentation on the role of mass media campaigns in drug abuse prevention, emphasizing the need for skill development and family involvement. The next presentation addresses general and specific influences on health behavior including society, the family, peers, the school, and the individual. A three-dimensional model for health promotion is described. Community prevention projects in heart disease are presented with implications for drug abuse prevention. Research on the interplay of social, personality, and developmental factors is reviewed. The effects of alternative programming as a prevention strategy are given. School/parent group programs and research on their effectiveness are discussed. The values of drug abusers, from the perspective of belief system theory are addressed. Social skills training and educational needs are discussed. The monograph concludes with a summary of the discussions and recommendations of the participants for future research efforts. (BL)
Descriptors: *Adolescents; *Community Programs; Counseling Services; *Drug Abuse; *Educational Needs; Health; Interpersonal Competence; Mass Media Effects; Personality Traits; *Prevention; Secondary Education; Social Influences; Values Education
Identifiers: *Health Behavior

ED248444 CG017718
Recommendations for School Policies and Procedures Concerning Chemical Health Issues in Idaho Schools.
Kearns, Rick; Hall, Bradley H.
Idaho State Dept. of Education, Boise.
1983 38p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Idaho
Journal Announcement: RIEFEB85
Government: State
Target Audience: Administrators; Policymakers; Practitioners
These guidelines were prepared to assist Idaho schools in developing policies and procedures for internal systems to respond to adolescent chemical use. Response to chemical health issues is discussed in terms of the school's role, need for policy, confidentiality issues, and administrative coordination of efforts. Staff training, primary prevention, early identification, crisis intervention, and aftercare are also discussed, as are the benefits of outside consultants. A section on legalities and responsibilities under Idaho law includes the responsibility and liability of school officials. The appendices contain suggested guidelines for selecting consultants, a list of prevention education providers and private providers of substance abuse intervention and rehabilitation services, community resource information, school law enforcement relationship guidelines, a student assistance process development flowchart, and a student assistance program intervention flowchart. (JAC)
Descriptors: *Adolescents; Community Resources; Confidentiality; Consultation Programs; Crisis Intervention; *Drug Abuse; Guidelines; *Legal Responsibility; Models; Prevention; *School Policy; *School Role; Secondary Education Student School Relationship
Identifiers: *Idaho

DIALOG File 1: ERIC - 66-85/SEP

ED248437 CG017711
Family Medicine Curriculum Guide to Substance Abuse.
Liepman, Michael R., Ed.; And Others
Society for Teachers of Family Medicine, Kansas City, MO.
1984 355p.; Developed and compiled by the Task Force on Substance Abuse. Dot matrix printing, some pages are marginally reproducible.
Sponsoring Agency: Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.
Contract No.: HRP-0905868
Available from: Society for Teachers of Family Medicine, 1740 West 92nd Street, Kansas City, MO 64114.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEFEB85
Target Audience: Teachers; Practitioners
This curriculum guide on substance abuse is intended for teachers of family medicine. Comments, learning objectives, teaching hints, and evaluations of knowledge are provided for each area in all chapters. Chapter 1 focuses on the pharmacology of commonly abused drugs including depressants, opioids, stimulants, hallucinogens, inhalants, and various drug interactions. For each substance, the chemistry, metabolism, psychoactive properties, body system effects, intoxication, and tolerance and dependence levels are discussed. Chapter 2 discusses the pathophysiology of ethanol abuse. Chapter 3 deals with the identification of substance abusers, while chapter 4 addresses change motivation. Chapters 5 through 7 address detoxification, rehabilitation, and prevention. Chapters 8 and 9 address chemical dependency in the family and in the family physician, taking into consideration assessment, treatment, and education and counseling needs. The last chapter presents strategies for curricular change in the university, the medical school, family medicine departments, and community training programs. References and materials citations are appended. (BL)
Descriptors: *Alcoholism; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Rehabilitation; *Family Practice (Medicine); Family Problems; Higher Education; High Risk Persons; Pathology; *Pharmacology; *Prevention

ED248366 CE039668
The Impaired Nurse.
Morris County Vocational Technical School District, Denville, NJ.
1984 110p.
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEFEB85
Target Audience: Teachers; Practitioners
This mini-course for nurses is intended to establish an atmosphere conducive to the development of personal awareness of the ramifications of alcohol/substance abuse involving the nurse. Contents include the mini-course's goals and objectives, a course outline, copies of 11 handouts and a booklet written to provide information about nurse impairment due to alcohol and/or drugs, and the pretest/posttest. The curriculum section, after providing historical perspective in an introduction, deals with the following topics: classifications of commonly abused drugs, alcoholic substances, vocabulary/terminology, proposed causes of nurse impairment, commonly abused drugs in the nursing profession and signs and symptoms/behavior, prevention of nurse impairment, intervention, and legal and ethical implications. End notes, a list of references, and a selected bibliography are also provided. (YLB)
Descriptors: Adult Education; *Alcohol Education; *Alcoholism; Behavioral Objectives; Burnout; Course Descriptions; Curriculum Guides; *Drug Abuse; Drug Addiction; *Drug Education; Intervention; Minicourses; *Nurses; *Nursing Education; Postsecondary Education; Pretests Posttests

ED247490 CG017650
Predicting Alcohol Treatment Outcome: Using Expectancy to Enhance Prediction.
Brown, Sandra A.; Berger, Barry
May 1984 15p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (56th, Chicago, IL, May 3-5, 1984).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN85
Research in the field of alcohol abuse evidences a long history of attempts to predict outcome from alcohol treatment programs using situational and intrapsychic factors. To investigate whether alcohol reinforcement expectancies are related to drinking behavior, 42 male veteran graduates of an inpatient alcohol treatment program were interviewed 1 year after program completion. A significant resource person for each subject (wife, girlfriend, or family member) was also interviewed. The interviews involved an assessment of drinking behavior and social functioning. Expectancies were compared to traditional predictors of alcohol treatment outcome for effectiveness in predicting abstinence. An analysis of the results showed that low levels of stress, higher levels of social support, and living with family members were the best predictors of abstinence, accounting for 55% of the variance of the outcome measure. However, overall abstinence was best predicted by lower expectancies of relaxation/tension reduction from alcohol consumption. These findings suggest that the definition of outcome is an important consideration when examining treatment recommendations. (Author/BL)

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DIALOG File 1: ERIC - 66-85/SEP

Descriptors: Adults; *Alcoholism; Drinking; *Expectation; Males; *Predictor Variables; Program Effectiveness; Stress Management
Identifiers: Abstinence; *Treatment Outcomes

ED247320 TM840543
Assessing Stakeholder Input in a Large System.
Kuzmyn, Zenon J.; Collet, Leverne S.
Apr 1984 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEDEC84
Target Audience: Researchers
The intent of this paper is to illustrate the use of stakeholder information in evaluating a school program. The material presented is part of a comprehensive formative evaluation of a crisis intervention program operated by a suburban school district situated near a large industrial city in the Midwest. The crisis intervention program provided counseling services to high school students experiencing personal problems, such as substance abuse, parental drinking, sexual abuse, grief and loss, and depression and suicide. The project illustrates the feasibility of a "triangulation of evidence" technique in which behavioral information from case records is used to supplement interview and questionnaire responses of various stakeholder groups. The term stakeholders as used here specifically includes the recipients of the service as well as third party groups impacted by the program. The illustrative study is followed by a discussion of the advantages and disadvantages of the present approach, and considerations regarding replication. The appendix is comprised of numerous tables dealing with choice of professional to intervene with various problems. (BW)
Descriptors: *Counseling Services; Crisis Intervention; *Evaluation Methods; *Formative Evaluation; Interviews; Observation; Participant Satisfaction; Program Effectiveness; Student Attitudes; Student Behavior; Student Records
Identifiers: *Stakeholders; *Triangulation

ED246365 CG017607
Target: Alcohol Abuse in the Hard-to-Reach Work Force. Ideas and Resources for Responding to Problems of the Hard-to-Reach Work Force.
Informatics, Inc., Rockville, Md.; National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.
1982 62p.
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: ADM-281-79-0001
Report No.: DHHS-(ADM)82-1210
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEDEC84
Government: Federal
This guide is designed as a source of ideas and information for individuals and organizations interested in occupational alcoholism programs for the hard-to-reach work force. Following a brief overview of the problem and a report on progress in occupational alcoholism programming, a working definition of the hard-to-reach work force is offered; suggested criteria for defining this type of worker include amount of supervision, employment setting, and organizational affiliation. Programming needs, approaches to the problem, and approach selection criteria for working with three elements of the hard-to-reach labor force (dispersed workers, unionized workers, and white collar professionals) are discussed. Currently operated programs for unionized members of the Longshoreman's Association, the building and construction industries, the Air Line Pilot's Association, and the National Maritime Union are highlighted. The stresses and program needs of lawyers, physicians, and university faculty are discussed. Program startup suggestions are offered for the elements of a policy statement, and for general programming considerations. A list of relevant organizations is provided. A glossary of terms and a list of selected references conclude the document. (BL)
Descriptors: *Alcoholism; Demography; High Risk Persons; *Labor Force; *Professional Occupations; Program Descriptions; *Program Design; *Unions; Work Environment

ED245164 CG017536
Marketing of Prevention Services.
Paxson, M. Chris; Tarnai, John
Apr 1983 11p.; Paper presented at the Annual Meeting of the Western Psychological Association (63rd, San Francisco, CA, April 16-20, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Washington
Journal Announcement: RIENOV84
Despite the increased emphasis on family-oriented approaches to prevention of alcoholism, most programs continue to be implemented within the school systems. To assess family and community needs in Lewiston, Idaho, 150 randomly selected adults (50% male) were surveyed by telephone. The survey focused on residents' perceptions of alcoholism and drug abuse, interest in family-oriented prevention programs, and methods of improving programs to increase public interest and attendance. Results of the survey (81% response rate) showed that the majority of respondents saw alcoholism (66%) and drug

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DIALOG File 1: ERIC - 66-85/SEP

abuse (67%) as serious problems among youths in their community. Most respondents (75%) viewed prevention as more important than treatment, and more than 90% of the respondents stated a need for such prevention services in their community. Eighty percent of the respondents felt prevention responsibility rests with parents. Married individuals and those with children stated they would be more likely to attend proposed intervention programs, e.g., puppet shows, workshops, and presentations, and felt the probability of attending could be increased by offering child care and having community experts (doctors, lawyers, and ministers) present information. These findings support family-oriented approaches to prevention and illustrate how marketing techniques can improve service delivery. (BL)

Descriptors: Adults; *Alcohol Education; *Alcoholism; Community Programs; Family Counseling; Family Involvement; *Family Programs; *Marketing; Needs Assessment; Opinions; *Prevention

Identifiers: Idaho

ED245161 CG017533

Youth Drug Abuse in New York. Hearing before the Subcommitte of the Committee on Appropriations. United States Senate, Ninety-Eighth Congress, First Session. Special Hearing: Congressional Witnesses, Nondepartmental Witnesses.

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

1983 99p.; Some pages may be marginally legible because of small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIENOV84

Government: Federal

Target Audience: Policymakers

This document contains Congressional and nondepartmental witness testimony from the Congressional hearing on youth drug abuse in New York. Opening statements are presented on the incidence of drug use in America, the role of the federal government, the impact of drugs on youth, foreign country production of illegal drugs, funding to fight illegal drug traffic, funding for educational programs, public involvement, service needs, and drugs on the job. A student panel from Phoenix House Foundation presents testimony on personal experiences with drug abuse. Congressional witnesses, Representatives Rangel and Gilman, present the findings of the Select Committee on Narcotic Abuse and Control and the results of a fact-finding mission to Latin America and Jamaica in August 1983. Nondepartmental witness testimony is given by representatives of the New York City (NYC) Police Department, the New York State Division of Substance Abuse Services, the Rome (New York) Police Department, the Office of Substance Abuse Ministry, ACTION, the New York State Association of School-Based Prevention Professionals, and the New York City Coalition of School-Based Drug Prevention and Education Programs. Topics covered include drug use in schools, smoke shops, agency activities, law enforcement, education and prevention programs, and funding needs. (BL)

Descriptors: *Adolescents; Counseling Services; *Drug Abuse *Drug Education; Drug Rehabilitation; Federal Legislation; Foreign Countries; Health; Hearings; *Illegal Drug Use; Incidence; *Law Enforcement; *Prevention; Secondary Education

Identifiers: Congress 98th; *New York

ED245132 CG017502

A Community Development Model for Prevention of Chemical Abuse.

Loers, Deborah; Sarata, Brian

Aug 1983 17p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIENOV84

Target Audience: Practitioners

This paper describes the efforts of the rural Pioneer Mental Health Center (PMHC), Seward, Nebraska, in the development of a community-based alcohol/drug prevention program. Part I focuses on the history and development of the prevention model, which emphasizes process-oriented activities to promote community identification and ownership of the problems and solutions. The five guidelines used in working with communities (i.e., community designated goals, total community representation, ongoing community participation, multiple approaches for multiple factors, and PMHC staff as facilitators) are stated and activities of the PMHC staff in three communities are described to illustrate the use of the guidelines. In part II, the characteristics of a community development model, focusing on process rather than specific prevention techniques, are given. The effectiveness of the process-oriented community development approach is discussed from both first and second order changes. Part III discusses the implications of a process-oriented model in the areas of implementation, funding, and evaluation. The discussion on implementation specifically focuses on agency history and orientation, staff roles, and community relations. A comment on successive revolutions in mental health practice and services concludes the paper. (BL)

Descriptors: *Agency Role; *Community Programs; *Drug Abuse Drug Addiction; *Mental Health Programs; Models; *Prevention; Program Descriptions; Program Design; Rural Environment

Identifiers: Pioneer Mental Health Center NE

DIALOG File 1: ERIC - 66-85/SEP

ED245076 CE039062
Combat Problems of Student Chemical Use. Module E-10 of Category E--Instructional Management. Professional Teacher Education Module Series.
Wonacott, Michael E.; Krause, Scot
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1984 64p.; For related documents, see ED 241 728, ED 242 899, ED 242 951-955, ED 244 136, and CE 039 061-063.
Sponsoring Agency: Department of Education, Washington, DC.
Report No.: ISBN-0-89606-161-2
Available from: American Association for Vocational Instructional Materials, 120 Driftmier Engineering Bldg., University of Georgia, Athens, GA 30602.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Ohio
Journal Announcement: RIENOV84
Target Audience: Teachers; Practitioners
This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional management. The purpose of the module is to prepare teachers to deal with students who are using chemicals--alcohol and other drugs--to an extent that their performance in the classroom and laboratory is adversely affected. The module also helps the teacher to define his/her feelings about chemical use and gives skill in using prevention and intervention techniques and in providing support, reinforcement, and alternatives to students who are struggling to recover from chemical use. Introductory material provides terminal and enabling objectives, a list of resources, and general information. The main portion of the module includes four learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, worksheets, checklists, case studies, and self-checks. Optional activities are provided. Completion of these four learning experiences should lead to achievement of the terminal objective through the fifth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)
Descriptors: *Alcoholism; Case Studies; Check Lists; *Classroom Techniques; *Competency Based Teacher Education; *Drug Abuse; Drug Addiction; Helping Relationship; Higher Education; Individualized Instruction; *Intervention; Job Skills; Learning Activities; Learning Modules; Prevention; Student Teacher Relationship; Teacher Evaluation; Teacher Influence; Teacher Role; Teaching Skills; Vocational Education; *Vocational Education Teachers

ED244191 CG017463
Working with Evaluators: A Guide for Drug Abuse Prevention Program Managers.
French, John F., Ed.; And Others
New Jersey State Dept. of Health, Trenton. Alcohol, Narcotic and Drug Abuse Unit.
1983 119p.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Research.
Contract No.: NIDA-271-81-4911
Report No.: DHHS-ADM-83-1233
Available from: Superintendent of Documents, U.S. Government Printing Office, Wasington, DC 20402.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEOCT84
Government: Federal
Target Audience: Administrators; Practitioners
Following an introduction to the monograph in chapter 1, chapter 2 introduces the conceptual framework for an evaluation model as part of a 9-step continual process of program planning, feedback, and change. Chapter 3 delineates program issues in prevention evaluation discussed from the manager's perspective, including major evaluation questions to be addressed: (1) what is the program and what is it meant to do; (2) what are the evaluation questions to be asked by the program; (3) what kind of evaluation will fit a particular program; and (4) will the evaluation be worthwhile for the program? Chapter 4 presents evaluation issues in prevention programs, including basic design and methodology concerns, e.g., quantitative and qualitative methods and cost-benefit analysis. Chapter 5 elaborates the 9-step model introduced in chapter 2, taking program managers through each step in detail, emphasizing their responsibility and participation with the evaluator. Chapter 6 ties the earlier, more didactic, discussion of evaluation content and process into three case studies. Chapter 7, on politics and science in prevention programming, uses case material to focus on the importance of the program's external political context for the success or failure of both the program and its evaluation. The monograph concludes with a summary of broad guidelines to help the evaluator and manager deal with evaluation politics. (BL)
Descriptors: Administrator Guides; *Administrators; Case Studies; Cooperative Planning; *Drug Abuse; *Evaluation Methods; Evaluation Utilization; *Prevention; *Program Evaluation

ED244185 CG017457
Cognitive Dysfunction, Locus of Control and Treatment Outcome among Chronic Alcoholics.
Abbott, Max W.
Aug 1983 30p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: New Zealand
Journal Announcement: RIEOCT84
Target Audience: Researchers

While alcoholism is no longer regarded as a unitary disorder, conventional measures of congition and personality have yet to be shown capable of consistently predicting clinical outcomes. To investigate cognitive dysfunction and locus of control as predictors of post treatment outcome in a large sample of alcoholics, 106 alcoholics (74 men, 32 women) were interviewed and assessed twice during an 8-10 week inpatient program. Subjects completed two measures of locus of control (the Rotter Internal-External Scale-IE, and a drinking-related locus of control scale-DRIE), and two measures of cognitive dysfunction (the Booklet Rod and Frame Test-BRF, and the Patterned Cognitive Impairment Test Battery-PCIT). Other demographic and psychological measures also were administered at the beginning and end of treatment, as was the PCIT. Treatment outcome, focusing on weeks of abstinence, was assessed at 3 and 12 months. Significant and independent shifts in the internal direction were found on both measures of locus of control from the first to second testing. Significant improvement on the BRF was similarly observed. The relationship between the independent variables and indices of treatment participation was weak. DRIE fared better than IE in predicting treatment outcome in 103 patients assessed for drinking outcome 12 months following discharge. The two cognitive measures also significantly predicted drinking outcome at 12 months. Ability to predict outcome was enhanced when interactions between the two cognitive measures and locus of control were considered, and when multivariate analyses were employed including nonlinear relationships between these measures and treatment outcome. (Author/BL)

Descriptors: Adults; *Alcoholism; *Cognitive Processes; Group Therapy; *Locus of Control; *Predictor Variables; Program Effectiveness; *Rehabilitation Programs
Identifiers: *Treatment Outcomes

ED242595 SO015455
Drugs and Alcohol: A Handbook for Young People.
Parker, Jim
Do It Now Foundation, Phoenix, Ariz.
Jan 1984 30p.
Report No.: DIN-212; ISBN-0-89230-093-0
Available from: Do It Now Foundation, Box 5115, Phoenix, AZ 85010 ($.75 each, quantity discounts available).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEAUG84
Target Audience: Students

This booklet, suitable for intermediate grade and junior high school students, concerns drug education and development of decision-making skills regarding drug use. Following an introduction, material is divided into four parts. Part 1, a glossary, defines such basic vocabulary as addiction, overdose, withdrawal, and dependence, and differentiates between narcotics, depressants, stimulants, hallucinogens, and inhalants. Part 2 discusses various drugs, including alcohol, marijuana, speed, cocaine, hallucinogens, and narcotics. The derivations of these drugs and their physical and mental effects are discussed. Parts 3 and 4 focus on why people take drugs and factors the individual should consider when faced with the opportunity to take drugs. (LP)

Descriptors: Adolescents; *Alcohol Education; Decision Making Skills; *Drug Education; *Drug Use; Habit Formation; Illegal Drug Use; Instructional Materials; Intermediate Grades; Junior High Schools; Marihuana; Narcotics; Peer Influence; Sedatives; *Social Problems; Stimulants
Identifiers: Cocaine; Hallucinogens; PF Project

ED241837 CG017314
Alcohol and Drug Abuse Curriculum Guide for Psychiatry Faculty. Medicine 2. Health Professions Education Curriculum Resource Series.
Gallant, Donald S.
National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
1982 81p.; For related document, see CG 017 313. Appendix C, "A Technique for Intervention and Confrontation of Substance Abusers," by Michael Liepman, is copyrighted and therefore not available.
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: ADM-281-79-0001
Report No.: DHHS-ADM-82-1159
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAUG84
Government: Federal
Target Audience: Teachers

This guide, one of a series of publications written for medical school faculty to use in designing substance abuse instruction, focuses on curriculum content for drug and alcohol abuse instruction. Following a brief introduction, discussions of positive attitude development toward substance abuse patients, and the psychological, cultural, and biological aspects of substance abuse are presented. Diagnostic techniques, patient referral and early intervention therapeutic treatment techniques, especially with adolescents, are also discussed. Treatment of acute and chronic phases of alcohol and drug abuse, and therapy goals and techniques are explored. Substance abuse among physicians is presented in terms of early symptoms, problems in delayed treatment, and successful treatment; and substance induced organic mental

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DIALOG File 1: ERIC - 66-85/SEP

disorders are discussed. A section on community prevention of substance abuse focuses on primary (legal and educational approaches), secondary (medical and legal approaches), and tertiary prevention. The guide concludes with a list of references, appendices, and tables dealing with diagnostic instruments and drug signs and symptoms, and an annotated list of curriculum materials. (BL)

Descriptors: *Alcoholism; *Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; Health Education; Health Personnel; Higher Education; *Medical Education; Medical Schools; Medical Students; Psychiatry

ED241836 CG017313

Alcohol and Drug Abuse Teaching Methodology Guide for Medical Faculty. Medicine 1. Health Professions Education Curriculum Resource Series.

Hostetler, Jeptha R.

National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

1982 47p.; For related document, see CG 017 314.

Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

Contract No.: ADM-281-79-0001

Report No.: DHHS-ADM-82-1158

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAUG84

Government: Federal

Target Audience: Teachers

This guide, one of a series of publications written for medical faculty to use in designing substance abuse instruction, focuses on the teaching of alcohol and drug abuse intervention in medical and osteopathic schools. Following a brief introducton to the booklet, the career teacher program, which is supported by federal grants, is explained. Curriculum objectives, focusing on definitions; scientific, social, and psychological factors; diagnosis; treatment; and prevention, are given. A discussion on attitude change as a goal of education and a description of various teaching modalities complete chapter 1. Chapter 2 discusses the teaching methodologies of clinical teaching, lecture, interactive teaching, role playing, computer-assisted instruction, small group setting, and audiovisual utilization. For each methodology specific goals or discussion points are offered. The booklet concludes with a list of references and three appendices: the curriculum objectives and goals; an annotated audiovisual materials listing; and an annotated listing of other teaching materials/resources with addresses. (BL)

Descriptors: *Alcoholism; Audiovisual Aids; Curriculum; *Drug Abuse; *Drug Education; Health Education; Higher Education; Instructional Materials; *Medical Education; Medical Schools; Medical Students; Teaching Guides; *Teaching Methods

ED239145 CG017189

Alcoholic Subtypes: Validity of Clusters Based on Multiple Assessment Domains.

Kivlahan, Daniel R.; And Others

Aug 1983 18p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Washington

Journal Announcement: RIEJUN84

Target Audience: Researchers

Recent approaches to empirical derivation and validation of alcoholic subtypes which involve cluster analysis within a single multivariate assessment domain have been questioned. To investigate more clinically meaningful subtypes in a sample of 245 male alcoholics, cluster analysis was performed on a combination of variables from four assessment domains: demographics, drinking behavior, neuropsychological functioning, and psychopathology. Six subtypes were derived and shown to have discriminant validity with respect to measures which had not been used in the original cluster analysis. The six subtypes were found to have differential patterns of treatment outcome over 9-month follow-up, but only among patients randomly assigned to 2-week as opposed to 7-week hospitalization. Cluster membership was not associated with marital status or reason for referral, but was related to the number of previous treatments for alcohol-related problems or psychiatric reasons, drinking-related locus of control, and physical symptoms. The results suggest that empirically derived typologies based on multiple assessment domains should be investigated for their usefulness in more appropriately matching treatments to patient subtypes. (Author/JAC)

Descriptors: *Alcoholism; Behavior Patterns; Cluster Analysis; *Cluster Grouping; Demography; *Individual Differences; Males; *Predictive Validity; Predictor Variables Program Effectiveness; Psychopathology

ED238850 SP023493

Eat, Drink and Be Merry: Signs and Symptoms of Alcohol Wellness.

Haines, Michael P.

May 1983 17p.; Paper presented at the Annual Meeting of the American College Health Association (St. Louis, MO, May 25-28, 1983).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAY84

Target Audience: Teachers; Community

Most college students are drinkers, but most of these

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drinkers are not problem drunks or alcoholics. College students are in fact an ideal population, at an opportune stage of development, to be taught healthy drinking practices. One major obstacle to teaching "alcohol wellness" is the considerable number of health educators who attempt to teach alcohol abstinence through fear of alcohol-related illnesses. When people attempt to teach health and prevent harm solely through fear, they become entangled in scare tactics, negative and punitive reinforcers, and holier-than-thou humbuggery. These tactics may be used with limited success among elementary school students and some adult populations, but they always fail on the college campus. Another way to teach about alcohol is to define alcohol usage in the affirmative, as alcohol wellness. When a person is "alcoholically well," his adaptive responses and coping resources are strengthened. Healthy drinkers share six characteristics. They: (1) recognize alcohol as a potent drug; (2) know their family alcohol history; (3) drink two or three drinks or less daily; (4) abstain periodically from alcohol use; (5) drink within social sanctions and cultural rituals; and (6) drink for positive reasons. (JMK)

Descriptors: *Alcohol Education; *College Students; Drinking ; Drug Use; Health Education; Higher Education; *Physical Health; *Positive Reinforcement; Program Development; Student Attitudes; *Teacher Attitudes; *Teaching Methods

Identifiers: *Alcohol Wellness

ED237822 CG017076

Student Drug Use, Attitudes, and Beliefs: National Trends 1975-1982.

Johnston, Lloyd D.; And Others

Michigan Univ., Ann Arbor. Inst. for Social Research.

1982 138p.; Print in some tables marginally legible. For related documents, see ED 232 078, ED 220 755, ED 206 958, ED 186 781, ED 185 458, ED 169 453, and ED 160 969.

Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Grant No.: NIDA-3-RO1-DA-01411

Report No.: DHHS-ADM-83-1260

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAY84

Government: Federal

This report presents findings from the national research and reporting program, Monitoring the Future: A Continuing Study of the Lifestyle and Values of Youth, and is the sixth in an annual series reporting the drug use and related attitudes of high school seniors; the report covers the high school classes of 1975-1982. Two of the major topics covered are the current prevalence of drug use, and trends in use since 1975. Also reported are statistical data on grade of first use, trends in use at earlier grade levels, intensity of drug use, attitudes and beliefs among students concerning various types of drug use, and their perceptions of certain relevant aspects of the social environment. The eleven separate classes of drugs distinguished are marijuana (including hashish), inhalants, hallucinogens, cocaine, heroin, natural and synthetic opiates, stimulants, sedatives, tranquilizers, alcohol and cigarettes. Most of the information deals with illicit drug use. A special section discusses the use of non-prescription stimulants, including diet pills, stay-awake pills, and the look-alike pseudo-amphetamines. Results of the survey of seniors from approximately 125-140 public and private high schools throughout the United States showed that, although about two-thirds of all American students try an illicit drug before they finish high school, the use of many illegal drugs as well as cigarettes is declining. About 1 in 16 students drinks alcohol daily and 41% had had five or more drinks in a row at least once in the 2 weeks prior to the survey. These levels of substance use and abuse probably reflect the highest level of illicit drug use in the industrialized world. (JAC)

Descriptors: Beliefs; Drinking; *Drug Abuse; *Drug Use; High Schools; High School Seniors; *Illegal Drug Use; Individual Differences; Peer Influence; Predictor Variables; Smoking; Social Environment; *Student Attitudes; *Student Behavior; Trend Analysis

ED237714 CE037716

Health Promotion Seminar. An Instructor Resource Guide. Appendix to a Final Report on the Paraprofessional Rurally Oriented Family Home Health Training Program.

Myer, Donna Foster

Baptist Coll. at Charleston, SC.

1983 103p.; For related documents, see CE 037 711-718. Cover title varies.

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.

Contract No.: 300-81-0436

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; South Carolina

Journal Announcement: RIEMAY84

Target Audience: Teachers

This instructor's resource guide, one in a series of products from a project to develop an associate degree program for paraprofessional rural family health promoters, deals with conducting a health promotion seminar. Covered in the first section of the guide are the role of a health care promotion seminar in rural health promotional training, general objectives and recommendations for instructors, and references and suggested course texts. A series of unit overviews dealing with the following topics is provided: health, illness, and wellness; health hazard appraisals; self-directed change; facilitating change; health change agents; stress and illness; exercise and fitness; fitness programs; new eating patterns;

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DIALOG File 1: ERIC - 66-85/SEP

patterns of misusing food, drugs, and alcohol; drug abstinence; and health behavior change. Each unit contains general and specific objectives; a topic outline; and seminar ideas, resource notes, and approaches and activities. Concluding the guide are a discussion of methods and materials for student evaluation and a description of other materials in the Family Home Health Training Program series. (MN)
Descriptors: Alcohol Education; *Allied Health Occupations Education; Associate Degrees; Behavioral Objectives; Behavior Change; Classroom Techniques; Core Curriculum; Diseases; Drug Abuse; Drug Education; Exercise; *Family Health; Food; Guidelines; *Health Education; Health Personnel; *Health Programs; Higher Education; Home Health Aides; Hygiene; Instructional Materials; Learning Activities; Obesity; Paraprofessional Personnel; Physical Fitness; Program Design; Program Development; Program Implementation; Resource Units; Rural Areas; *Rural Education; *Seminars; Stress Management; Student Evaluation; Teaching Methods
Identifiers: Stress (Biological)

ED237485 SP023312
Health Education for Georgia Middle Grades. A Competency-Based Approach.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
1982 115p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAPR84
Government: State
Target Audience: Teachers
This guide for middle school health education teachers in Georgia first sets forth the state policies on the school's responsibility for student health, the general objectives of health education, and the purposes of school health services programs. Instructional units are provided for grades 5 through 8. Topics covered in the units include: (1) mental health; (2) nutrition; (3) drug use and abuse; (4) safety and first aid; (5) dental health; (6) family living; (7) disease prevention; (8) environmental and consumer health; and (9) health careers. For each unit, instructional methods are suggested, a general course description is given, and a course outline provided. Each educational objective has suggested performance indicators and matching instructional activities. A list of instructional resources includes media sources, textbooks, selected reading references, college and universities with degree programs in health and safety education, and organizations offering health education materials. Appendices include samples of health record keeping materials, steps to curriculum development, and suggested elements for a secondary education course guide. (JD)
Descriptors: Class Activities; *Competency Based Education; Dental Health; Disease Control; Drug Abuse; *Educational Objectives; Family Health; *Health Education; Health Occupations; Individual Development; Intermediate Grades; Junior High Schools; Mental Health; Middle Schools; Nutrition; Physical Fitness; Record Keeping; Safety Education; Student Needs; Teaching Methods
Identifiers: *Georgia

ED236509 CG017061
School Programs to Prevent Drug Abuse. Issuegram 18.
Noak, Mary
Education Commission of the States, Denver, Colo.
3 Jan 1983 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEAPR84
Target Audience: Policymakers
This Issuegram briefly discusses the role of the school in the prevention and minimization of drug use problems. Two approaches to the problem are considered: the disciplinary approach that concerns the behavior of school personnel confronted with drug activity on school property, and the pedagogical/or educational approach. The roles of the state education agency and the state alcohol and drug authority are also discussed. The Issuegram outlines other strategies for preventing drug abuse that can supplement school programs, including alternative activities, peer counseling, adult influence, and reinforcement of positive behavior. Additional resources and suggested readings are listed. (JAC)
Descriptors: Discipline; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *School Role; State Agencies

ED236443 CG016992
Decisions about Drug Use. Adolescent Decisions Curriculum.
Brion-Meisels, Steven; And Others
Judge Baker Guidance Center, Boston, Mass.
1982 309p.; For related documents, see CG 016 993-997.
Sponsoring Agency: Department of Education, Washington, DC.
Grant No.: G-008001910
Available from: Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($20.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAPR84
Target Audience: Teachers
This teacher's manual for drug abuse education is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development:
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

drug (substance) use and abuse, sexuality and social relationships, juvenile law, work and people and government. An introductory section lists the general goals of the curriculum, i.e. to provide factual information, to increase awareness, and to provide decision-making practice, and describes the desired core social skills outcomes, i.e., social understanding/perspective taking; cognitive problem solving, (alternative and consequential thinking); communication; and evaluation. The 24 lessons in the manual cover general drug related information and specific drugs (e.g., caffeine, tobacco, alcohol, marijuana, cocaine). Information portions of each lesson focus on terminology, how drugs are made, their effects on the body, and relevant laws. Awareness activities explore the effects of advertisers, peer pressure, role models, and drug pushers in drug involvement. Decision activities anticipate situations involving drugs and provide students with opportunities to practice decision skills. Suggestions for needed materials, handouts, student evaluations, and lesson evaluations are included for each lesson and at the end of the manual. (BL)

Descriptors: *Adolescent Development; Adolescents; Alcohol Education; *Decision Making Skills; *Drug Education; Drug Legislation; *Drug Use; Health Education; Humanistic Education ; Illegal Drug Use; Interpersonal Competence; *Learning Modules; Peer Influence; Secondary Education; *Secondary School Curriculum; Skill Development; Teaching Guides; Tobacco

Identifiers: Caffeine

ED235435 CG016969

"Mountain Education": The Answer to the "3 D's." Drinking, Driving & Drugs. A Communication Manual for Parents.

Clodi, Dennis R.

Warrensburg-Latham Community Unit School District Number 11, Warrensburg, IL.

[1983 54p.

Sponsoring Agency: Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Available from: Department of Mental Health and Human Services, Rockville, MD 20852.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEMAR84

Target Audience: Parents

This manual on drugs, alcohol, and driving is written for parents from both prevention and intervention perspectives. An overview of the substance abuse problem is presented through a description of the film, "The Mountain," a 14-minute animated movie in which a rural community, working together, learn to use and enjoy in safety the mountain near their community. Throughout the manual, the benefits of a caring/interactional approach in working with teenagers is emphasized. Drug and alcohol abuse are defined and warning signs of possible drug use are listed. A comprehensive chart of 25 drugs defines each drug by it pharmaceutical and slang names, its physical and psychological effects and side effects, its medical uses, and withdrawal syndrome. Prevention and treatment are discussed in supportive terms, and suggested guidelines for assessing the quality of treatment programs are given. Treatment programs in Illinois are listed. Alcohol use is presented in light of driving statistics, parental models, and drinking myths. A sample parent-teenager contract is offered. Sources of drug and alcohol education information, as well as an annotated list of miscellaneous educational materials are also provided. (BL)

Descriptors: Adolescent Development; Adolescents; *Alcohol Education; Drinking; Driver Education; Drug Abuse; *Drug Education; *Health Education; Humanistic Education; Parent Influence; *Parent Role; *Parents; Peer Influence; *Prevention ; Resource Materials; Secondary Education; Social Support Groups

Identifiers: Illinois

ED235423 CG016957

Chemical Dependency Unit: One Aspect of the Program for Student Assistance of Bryan Sr. High School. Teacher Manual.

Omaha Public Schools, Nebr.

[1981 207p.; Prepared at Bryan Senior High School.

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Nebraska

Journal Announcement: RIEMAR84

Target Audience: Teachers

This teachers manual provides three instructional units (Chemical Dependency, A Disease; The Family; and Intervention and Recovery) for chemical dependency education at the high school level. The history, objectives, and teaching philosophy of the program are discussed briefly, and a course syllabus outline and audiovisual aids list by section are provided. The format for each of the three sections consists of a teacher guide with specific directions for each day of instruction; activities and readings including student handouts; and teacher resource materials. Section 3 also includes student and teacher unit evaluation sheets. A fourth section provides additional resource material, e.g., lists of films available from the school library, supplemental activities and projects, a speakers list with addresses and phone numbers, and fact sheets on marijuana and alcohol. Although some of the material is geographically specific (e.g., a map to Bryan High) the guide would be useful to anyone wishing to implement chemical dependency instruction at the high school level. (MCF)

Descriptors: *Alcohol Education; Alcoholism; Drug Abuse; Drug Addiction; *Drug Education; High Schools; High School Students; *Instructional Materials; Marihuana; *Resource Materials; Teaching Guides

DIALOG File 1: ERIC - 66-85/SEP

ED235128 SP023027
Alcohol/Drug Education Services in Treatment.
Miller, Richard E.; Paulson, Michele J.
1983 95p.; Paper presented at the Annual Conference of the Alcohol and Drug Problems Association (34th, Washington, DC, Fall, 1983).
Sponsoring Agency: Kent State Univ., Ohio.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEFEB84
Target Audience: Policymakers; Researchers
A survey was made of 11 alcohol/drug treatment centers to assess their education services, client treatment, staff inservice, and community/workplace outreach. Background information was gathered on the type of services offered, the organizational operation, licensed bed capacity, physical environment, payment system, and admission criteria. The survey questionnaire was a composite of items extrapolated from the National Drug and Alcohol Treatment Utilization Survey and from survey instruments for alcohol/drug education programs and patient education services. While the investigators examined staff inservice training and community outreach educational efforts, most attention was centered on alcohol/drug education services for the client. No implications were drawn on how much of the treatment plan should be documented separately as education. Results suggested that treatment centers are providing extensive alcohol/drug education services; however, the documentation of such services varied from setting to setting. In most centers, educational activities were directed not only toward the client and staff, but also toward the community and workplace. Recommendations are made for future research on treatment centers. Samples of the survey instruments are appended. (Author/JD)
Descriptors: *Alcohol Education; Allied Health Personnel; Community Education; Delivery Systems; Drug Abuse; *Drug Education; Health Education; *Health Services; Hospitals; Information Dissemination; Medical Evaluation; *Outreach Programs; Prevention; Program Evaluation; *Rehabilitation Programs; Staff Development

ED235081 SO015000
Alcohol Abuse: Geographical Perspectives. Resource Publications in Geography.
Smith, Christopher J.; Hanham, Robert Q.
Association of American Geographers, Washington, D.C.
1982 91p.
Report No.: ISBN-0-89291-166-2
Available from: Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($5.00; 10-99 copies, 10% discount).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: POSITION PAPER (120); INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB84
Target Audience: Teachers; Students; Researchers
Intended for geography professors, students, and researchers, this publication explores some topics in the area of alcohol use and abuse that are potentially suited for geographical research. There are four chapters. Chapter 1 introduces some of the more familiar arguments for and against alcohol consumption. The second chapter deals with the cultural context in which drinking occurs and reviews some of the geographical variations in drinking practices, from both a global and a national perspective. Chapter 3 discusses why people drink heavily and what happens when they drink to excess. Also reviewed in this chapter are some attempts to estimate the spatial prevalence of alcoholism and other alcohol-related problems in the United States. The concluding chapter reviews some of the theories of alcohol use and abuse and examines options available for prevention and control. A bibliography concludes the publication. (RM)
Descriptors: *Alcoholism; Drinking; Drug Abuse; *Geography Instruction; Global Approach; Higher Education; *Human Geography; Instructional Materials; Prevention; Research Opportunities; Resource Materials; Social Science Research; Social Theories

ED234291 CG016885
Preventing Drug Abuse in the Workplace. Drug Abuse Prevention Monograph Series.
Vicary, Judith R.; Resnik, Henry
Pacific Inst. for Research and Evaluation, Lafayette, CA.
1982 53p.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
Contract No.: NIDA-271-78-4665
Report No.: DHHS-(ADM)82-1220
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB84
Government: Federal
Target Audience: Community; Administrators; Practitioners
This monograph is designed to help employers, employees, managers, and union officials develop effective workplace policies and programs to prevent drug and alcohol abuse and other health problems. The text of the monograph: (1) presents information regarding the costs of drug and alcohol use in the workplace, and evidence of potential cost-savings (in dollars and in human energies and aspirations) that may have resulted from different programs; (2) describes the evolution of programs in the workplace, including evolution from single- to

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multi-problem area programs and the options available, ranging from primary prevention to treatment and rehabilitation; (3) describes different types of programs that have been introduced; and (4) briefly analyzes issues to consider in developing and implementing a primary prevention/early intervention program in the workplace. A reference list and an appendix listing sources of additional information about drug abuse prevention/health promotion programs in the workplace are included. (Author/WAS)

Descriptors: *Alcoholism; Business; *Drug Abuse; Drug Rehabilitation; Health Programs; Industry; *Inplant Programs; Intervention; Policy Formation; *Prevention; Program Costs; Program Descriptions; *Program Development; State of the Art Reviews; Work Environment

ED234289 CG016883

Federal Strategy for Prevention of Drug Abuse and Drug Trafficking, 1982. Prepared for the President Pursuant to the Drug Abuse Office and Treatment Act of 1972.

Office of Policy Development, Washington, DC.

1982 75p.

Available from: U.S. Government Printing Office, Washington, D.C. 20402.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB84

Government: Federal

This document describes the Federal response to drug abuse and drug trafficking. The actions of President Reagan, in Executive Order 12368, establishing an official advisor on drug abuse policy matters, and the priorities, issues, and objectives (international cooperation, drug law enforcement, education and prevention, detoxification and treatment, and research) of the Administration's overall effort, are reviewed in an initial section. Each of the five major elements of the 1982 strategy is explored in detail in the following chapters. "Drug Abuse in the United States" presents information on the use of marijuana, cocaine, heroin, and other drugs such as sedatives/depressants, stimulants, hallucinogens, inhalants, and alcohol. The program for international cooperation is detailed in the next chapter, including foreign policy initiatives, crop control, development and enforcement assistance, regional strategies, and the roles and functions of international organizations. The section on drug law enforcement deals with border operations, domestic enforcement, intelligence, and prescription drugs. Education and prevention strategies highlighted include efforts of state and federal agencies, and programs sponsored by private business. The chapter on detoxification and treatment highlights financing, general health care, and private sector efforts. Research initiatives are also outlined. A special section on drug and alcohol abuse in the Armed Forces is included. The appendices contain the text of Executive Order 12368, a listing of federal departments and agencies with drug abuse program responsibilities, and a budget summary. (MCF)

Descriptors: Administrative Policy; Armed Forces; *Drug Abuse; Drug Education; Drug Use; *Federal Legislation; *Federal Programs; Foreign Policy; *Illegal Drug Use; *Law Enforcement; *Prevention; Program Descriptions; Public Policy

ED234286 CG016880

Alternatives Drug and Alcohol Prevention Program. Self Evaluation, 1981-82.

Blangiardo, John; Gold, Judith

Community School District 22, Brooklyn, N.Y.

Oct 1982 55p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; New York

Journal Announcement: RIEFEB84

Target Audience: Community

Alternatives, the Drug and Alcohol Prevention Program of Community School District 22 in Brooklyn, N.Y., is a broad-based substance abuse prevention program funded by the state that provides direct services to students and their families through three service modalities. These are prevention services, which provide students, parents, and the community with understandings of the nature and factors of substance abuse, primarily through prevention groups; intervention services, focusing on the needs of at-risk or using individuals either in small groups or individually; and the Alternate Class, which services students who do not function in the normal class setting. To evaluate the program's effectiveness, staff members, school district principals, parent associations, alternate class participants and their parents, and 345 students were surveyed during October 1981 and February 1982. Recommendations, based on survey results, included a more balanced male/female staff, intervention services for female students, and identifying the factors that relate specifically to the primary reasons for admission and measuring the change in these factors. (Descriptive and evaluation data are provided in separate sections and include a staff and student profile, review of service levels, and detailed survey results for each group surveyed. The appendix contains the Alternatives Program Student Profile form, the survey form for staff, principals, parent associations, students, and alternate class parents; the Alternative Questionnaire for group participation; and the Fordham University Survey and Piers-Harris Self Concept Questionnaire). (JAC)

Descriptors: Alcoholic Beverages; *Drug Abuse; *Drug Education; Feedback; *Prevention; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students; *Self Evaluation (Groups); Student Behavior; Youth Programs

Identifiers: Alternatives Prevention Program NY

DIALOG File 1: ERIC - 66-85/SEP

ED234257 CE037033
Personal Safety. Cooperative Occupational Education, Unit 18. Instructor Material and Student Material.
Missouri Univ., Columbia. Instructional Materials Lab.
1983 38p.; For related documents, see CE 037 015-035.
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
Available from: Instructional Materials Laboratory, University of Missouri - Columbia, 10 Industrial Education Building, Columbia, MO 65211 (Instructor material for entire set: SN-31-I, $25.00; Complete set of student material: SN-31-S, $15.00. Packets not available separately).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEFEB84
Target Audience: Teachers; Students
This unit, one in a series of packets of teacher and student materials for cooperative occupational education (COE) designed for special needs students, stresses to students the importance of taking care of themselves by maintaining good health, avoiding accidents, and making wise choices about the use of drugs and alcohol. The instructor material includes the following items: unit objectives, specific objectives, suggested activities, an outline of information given in the student instructional materials, transparency masters, a key to the unit review, and references. The student material contains objectives, an introduction, information sheets, assignment sheets (with activities such as matching, quizzes, and puzzles), and a unit review. Student materials and transparency masters are illustrated with line drawings. (KC)
Descriptors: *Accident Prevention; Accidents; Alcohol Education; Behavioral Objectives; *Cooperative Education; Drinking; Drug Abuse; *Drug Education; Drug Use; *Health; Health Activities; Health Education; Learning Activities; Learning Modules; Secondary Education; *Smoking; Teaching Methods; Test Items; Transparencies; Units of Study; Vocational Education

ED232968 SP022677
Health Education Curriculum Objectives and Family Life Content Outline, K-12.
Northern Valley Regional High School District, Closter, N.J.
1983 111p.
Available from: Office of Curriculum and Instruction, Northern Valley Schools, 162 Knickerbocker Rd., P. O. Box 270, Demarest, NJ 07627 ($12.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEDEC83
Target Audience: Practitioners
This health education curriculum guide consists of two major sections: a list of health education objectives and a family life education content outline. Each section is subdivided by grade levels, kindergarten through 12. Health education objectives for each grade level are organized into six topic areas: mental health, physical health, community health, safe living, substance abuse, and family life. The family life course includes information on human reproduction, social values relating to sexuality, and responsible citizenship and parenting. (JD)
Descriptors: Contraception; Curriculum Design; Drug Use; *Educational Objectives; Elementary Secondary Education; *Family Life Education; *Health Education; Mental Health; Parenthood Education; Physical Health; Safety Education; *Sex Education; Social Responsibility

ED232109 CG016803
School District Drug and Alcohol Study.
Crabtree, Michael
Aug 1980 59p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEDEC83
Marijuana and alcohol use by high school students has continued to increase through the latter part of the 1970's. To gain information on the extent of this problem in their area, a school district in rural western Pennsylvania approved a study of drug and alcohol usage by the school district's 2,200 students. For reasons of confidentiality, all words and names that would identify the school district have been removed from the report (and replaced by an "X" in the text). Specific purposes of the study were to collect data on student drug and alcohol use, to find factors related to such usage, and to lay the groundwork for designing a program to deal with drug and alcohol problems. A random sample of one-half of the students in the 6th, 8th, 10th, and 12th grades (N=296) was selected to complete a 40-item questionnaire which covered these areas: personal data, community drug and alcohol information, and personal experience with drugs and alcohol. A nonexistent drug (phenohalides) was included in the questionnaire as a validity check on students' responses. Statistical analyses revealed, among other results, that drug and alcohol use by seniors at this high school generally paralleled national levels of use; however, usage by 10th graders was greater than that by the seniors, suggesting that the drug problem will get worse before it decreases. Recommendations were that a drug and alcohol prevention program be initiated as soon as possible, and that the program should begin in the primary grades. Part 1 of the results section includes an extensive set of statistical tables with data by grade for each questionnaire item. Part 2 of the
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

results section presents tables of the statistical analyses of the relationship of certain variables to marijuana and alcohol usage; each of the tables is followed by a summary of the results included in that table. The complete survey instrument is appended. (WAS)
Descriptors: *Adolescents; Drinking; *Drug Abuse; Drug Education; *Drug Use; Elementary Secondary Education; Health Programs; High Schools; Marihuana; Narcotics; *Preadolescents Program Development; Sedatives; Smoking; Stimulants; *Student Behavior; *Student Characteristics; Student Problems

ED232102 CG016796
The National Training System: A Year of Transition. 1981-1982. Drug Program Report.
Contee, Jerome, A., Ed.
HCS, Inc., Potomac, Md.
1982 28p.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Contract No.: NIDA-271-80-4807
Report No.: DHHS-ADM-82-1239
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEDEC83
Government: Federal
This report, the final publication of the Career Development Center (CDC), contains selected highlights of the transitional activities undertaken in 1981-82 by the CDC and the National Drug Abuse Center (NDAC). The theme of these activities has been "Capacity Building," defined as the ability of the states to continue and maintain the core of organizational capabilities necessary to maintain the quality substance abuse planning, training, and resource development programs formerly administered at the federal level by the National Training System components. Highlights of the activities of the four Regional Support Centers which phased out their operations in June 1982 are also included. The first section briefly reviews NDAC goals and programs, lists regional activity priorities, and reviews the American Indian Special Issues workshop; the centralized, training-of-trainer events; materials development; and the Network Strategy Task Force workshop. The contents of the National Guide to Educational Credit for Training Programs, and the annual evaluation and accreditation of educational programs dealing with drug abuse are detailed. Program highlights of the Western, the Central, the Southwest, and the Southeast Regional Support Centers are described in the final four sections, and focus on activities provided to each of the states in each region during the 1981-82 year. (WAS)
Descriptors: Accrediting Agencies; Annual Reports; *Drug Abuse; *Drug Education; Educational Quality; *Federal Programs ; Program Development; *Program Effectiveness; *Regional Programs; Standards; Training

ED232091 CG016785
Summary of the Evaluation of the Phoenix Pilot Drug Program.
Emrich, Robert L.; Green, Patricia
Pacific Inst. for Research and Evaluation, Napa, Calif.
Dec 1981 59p.
Sponsoring Agency: Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC83
The goal of the Phoenix Pilot Drug Program is to provide a drug/alcohol free educational environment which will enable students to reduce their drug/alcohol usage and function in a regular school program. To determine the degree to which the program is accomplishing these short-term goals, and also to examine the adequacy of the counseling program, the academic environment, and the relationship between parents and school, process evaluation data were collected through observation of counseling sessions and classes; review of course materials, objectives, and school records; and interviews with students and staff, and the principal. A matched comparison student was selected for each Phoenix school student in the sample, to confound uncontrolled sources of variation; 10 Phoenix school students were included in the study. The findings, summarized in terms of program goals and objectives, showed that the program is effective in providing a drug free environment for students while they are in school. However, students' self-reports indicated that the program had no effect in reducing overall drug and alcohol use. The program did appear to be strengthening students' commitment to school and the rebuilding of good school habits. The counseling program was not found effective in decreasing drug use or in improving students' self-esteem. An individualized academic environment was found lacking, but learning habits had improved. While the partnership between school and home requires further investigation, indications are that more parent involvement is needed. (JAC)
Descriptors: Alcoholism; Attitude Change; Counseling Services; Delinquency Prevention; *Drinking; *Drug Abuse; *Drug Education; *Educational Environment; Outreach Programs; Parent School Relationship; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students
Identifiers: *Phoenix Pilot Drug Program

ED232082 CG016776
Psychological Approaches to Problems of Children and Adolescents.
Grimes, Jeff, Ed.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Oct 1982 501p.
EDRS Price - MF02/PC21 Plus Postage.
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Language: English
Document Type: COLLECTION (020); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEDEC83
Government: State
Target Audience: Practitioners
This document, intended as a resource for school psychologists, contains articles addressing a variety of psychological and behavioral problems of children and adolescents. Each chapter includes the following content: background information concerning the specific topic, approaches for assessing the behavior of concern, intervention possibilities, monitoring methods and other considerations, and references. The articles are: (1) Psychological Interventions: The Foundation of Social Psychology, by Daniel J. Reschly; (2) Behavioral Intervention: It Doesn't Do Any Good in Your Briefcase, by David Happe; (3) Helping Children Cope with Parental Problems, by Marcia B. Shaffer; (4) Issues in Counseling the "Homosexual" Adolescent, by Gary Ross-Reynolds; (5) Children Coping with Divorce: School Psychological Management and Treatment, by David Kieffer; (6) Diet and Behavior: Is There a Relationship? by George M. Harper; (7) Runaways, by Alex Thomas; (8) Enuresis, by Rex Shahriari; (9) The Forgotten Ones: Helping Children and Adolescents Cope with Death, by Anne M. Elbert; (10) Adolescent Peer Group Relations: Problems and Intervention, by Philip A. Mann; (11) Tic Disorders, by Joseph Richard; (12) Depression of Students: A Definition Proposal, Diagnosis and Treatment, by Jon A. Ford; (13) Psychosomatic Disorders in School Age Children, by John C. Polifka; (14) Truancy: Out of Sight, But Never Mind, by Kerry T. Hinkle; (15) Adolescent Pregnancy, by Geraldine M. Lewis; (16) Hyperactivity in Children: Issues in Definition, Diagnosis and Intervention, by Joseph E. Zins and Charlene R. Ponti; and (17) Substance Abuse, by William D. Petok, Sharon Woodman, and Donald K. Pumroy. (WAS)
Descriptors: *Adolescents; Behavior Modification; *Behavior Problems; Child Psychology; *Children; Clinical Diagnosis; Depression (Psychology); Drug Abuse; Early Parenthood; Elementary Secondary Education; *Emotional Problems; Family Problems; Homosexuality; *Intervention; Minimal Brain Dysfunction; Program Descriptions; Psychological Evaluation; Psychosomatic Disorders; *Psychotherapy; Runaways; *School Counseling; School Psychologists; Truancy

ED228584 CG016610
An Evaluation of the Impact of Employment Specialists in Drug Abuse Treatment. Treatment Research Report.
Abt Associates, Inc., Cambridge, Mass.
1982 23p.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
Contract No.: NIDA-271-77-4512
Report No.: DHHS-ADM-82-1230
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIESEP83
Government: Federal
It is generally acknowledged that employment is essential to the successful rehabilitation of drug abusers, and several models have been effective in helping drug abuse clients find jobs. To compare two methods of providing employment services to drug abuse treatment clients, the Employment Specialist Study sampled 40 clients at each of 39 clinics in Chicago, Detroit, and New Jersey. Clinics which provided a full-time employment specialist were compared to those providing services through a consultant specialist shared by three clinics, and control clinics with no employment services. Baseline, process and outcome data were collected using 12 different questionnaires and standardized report forms. Most of the study clients were male (79%), black (70%) and between 25 and 40 years old (75%). Data analyses showed clients from clinics with full-time employment counselors were more likely to be retained in the treatment program at least four months, and significantly more likely to be drug free or have diminished drug use at discharge. However, increase in employment was only slightly greater for clinics with full-time specialists than for clinics with no employment specialists. Clinics with consultant specialists were more likely to retain clients than the control groups, but significantly less likely to retain clients than clinics with full-time specialists. Because of the importance of employment to clients, further research is needed to determine how employment specialists might best be used with existing counseling staff. (JAC)
Descriptors: Comparative Testing; *Consultants; Counselor Role; Crime; *Dropout Prevention; Drug Abuse; *Drug Rehabilitation; *Employment Counselors; *Employment Programs; *Program Effectiveness; Recidivism

ED228556 CG016581
Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention. Revised.
New York State Education Dept., Albany. Bureau of Drug Education.
1982 137p.; Revision of ED 214 095: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-580.
Report No.: NYSED-82-7211
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners
This revised curriculum guide, one of nine sequential
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DIALOG File 1: ERIC - 66-85/SEP

manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the sixth grade level focus on drugs and human needs, personal decisions regarding drug use, drugs and society, and alternatives to drugs. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 6; Information Sources; Intermediate Grades; *Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

ED228555 CG016580

Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

1982 142p.; Revision of ED 214 094: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.

Report No.: NYSED-82-7210
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the fifth grade level focus on drug use and body balance, drugs and society, problem solving and decision making, and group dynamics. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 5; Information Sources; Intermediate Grades; *Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

ED228554 CG016579

Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

1982 143p.; Revision of ED 214 093: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.

Report No.: NYSED-82-7209
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the fourth grade level focus on appropriate use of drugs, how emotions affect health,

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DIALOG File 1: ERIC - 66-85/SEP

communication skills and problem solving, and setting personal health goals. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 4; Information Sources; Intermediate Grades; *Learning Activities; Parent School Relationship; School Community Programs; School Role; Teaching Methods

ED228553 CG016578

Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

1982 147p.; Revision of ED 214 092: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.

Report No.: NYSED-82-7208

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Journal Announcement: RIESEP83

Government: State

Target Audience: Practitioners

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the third grade level focus on self-image, responsibility for risk taking, group dynamics, body balance, and assuming responsibility for health. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary School Students Grade 3; *Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods

ED228552 CG016577

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

1982 144p.; Revision of ED 214 091: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.

Report No.: NYSED-82-7207

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Journal Announcement: RIESEP83

Government: State

Target Audience: Practitioners

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the second grade level focus on making choices, self-image, social interactions, health and wise use of substances. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary School Students Grade 2; Information Sources; *Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods

ED228551 CG016576

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

1982 118p.; Revision of ED 214 090: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 575-581.

Report No.: NYSED-82-7206

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DIALOG File 1: ERIC - 66-85/SEP

EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the first grade level focus on self-image and communication skills, responsibility for feelings and actions and making health decisions. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Abuse; *Drug Education; *Drug Use; Elementary School Students Grade 1; *Learning Activities; Parent School Relationship; Primary Education; School Community Programs; School Role; Teaching Methods

ED228550 CG016575

Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention. Revised.

New York State Education Dept., Albany. Bureau of Drug Education.

1982 108p.; Revision of ED 214 089: Changes are minor except that lengthy appendices have been dropped. For related documents, see CG 016 576-581.

Report No.: NYSED-82-7205
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP83
Government: State
Target Audience: Practitioners

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the kindergarten level focus on self-image, feelings, group membership, and responsibility for health. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

Descriptors: Child Development; *Class Activities; *Cognitive Development; Curriculum Development; Curriculum Guides; *Drug Education; *Drug Use; Health Education; Kindergarten Children; Parent School Relationship; Primary Education; School Community Programs; School Role; Self Concept; Skill Development; *Teaching Methods

ED227553 EA015474

High School Students with Highest Driving Grades Have Worst Driving Record.

Ogletree, Earl J.; Bonk, Gary
1982 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAUG83

A number of studies have yielded contradictory findings about the relationship between teenage drivers' accident records and their completion of driver education classes. A sample of 75 senior students (37 male and 38 female) who had taken a driver education course was administered an 11-item questionnaire. The results of the study showed 18-year-old male students and students who received A's in the driver education course to have the most freedom in the use of an automobile and also to have the greatest number of traffic violations, accidents, suspensions, and incidences of drinking and driving. The results suggest that behind-the-wheel grades do not portend a good driving record. The A students' poor driving record can probably be traced to the freedom in the use of the car. Suggestions for improving teenager driver behavior and the immature attitudes that lead to reckless and chance-taking driving include having fire department rescue paramedics demonstrate, with film and photographs, the consequences of traffic accidents. Other remedies include issuing young and new drivers a probationary license, the enforcement of seat belt use, and the legislation of stricter

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DIALOG File 1: ERIC - 66-85/SEP

drunk driving laws with compensatory liability responsibility that includes parents as well as students. (MLF)
Descriptors: *Accident Prevention; Drinking; *Driver Education; Drug Use; *Grades (Scholastic); High Schools; *High School Seniors; Motor Vehicles; Sex Differences; *Traffic Accidents

ED227374 CG016502
A Guidebook for Planning Alcohol Prevention Programs with Black Youth.
Monroe-Scott, Bettina; Mirand, Valetta
National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.
1981 141p.
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: NIAAA-ADM-281-79-3001
Report No.: DHHS-ADM-81-1055
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAUG83
Government: Federal
Target Audience: Practitioners
This guide, developed to assist black community organizations in starting alcohol abuse prevention programs for black and urban youths, describes community action approaches developed for and tested by the black community in model community alcohol abuse prevention workshops in Chicago, Fort Lauderdale and Philadelphia. The material is organized in five chapters, each beginning with an overview or statement of purpose and bulleted goals and/or knowledge to be obtained. Chapter 1 discusses black history with an emphasis on alcohol use by black Americans. Chapter 2 explores prevention approaches and offers nine alcohol prevention strategies suitable for black adolescents. Chapter 3 presents steps in starting prevention programs, e.g., community mobilization, cosponsorship, networking, grantsmanship and outreach. Chapter 4 addresses evaluation, stressing ways to determine if programs are meeting objectives. Chapter 5 is a resource section listing national, state, and local private and public organizations by name and address as well as available resource materials appropriate for youth prevention programs. The three appendices provide program planning materials (grant proposal outline and grant charts, and needs assessment guidelines and forms); community workshop materials (letters, agenda, feedback forms, worksheets, and overhead projector outlines); and a glossary of terms and a list of references. (MCF)
Descriptors: Adolescents; Alcohol Education; *Alcoholism; *Black Youth; *Community Programs; Drinking; Drug Abuse; Fund Raising; Needs Assessment; *Prevention; *Program Development; Program Proposals; Secondary Education; Workshops

ED226298 CG016491
Juveniles and Dangerous Drugs. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Seventh Congress. Second Session on the Impact of Drugs on Juvenile Crime.
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
28 Jan 1982 73p.; Available in microfiche only due to small print size of prepared statements.
Report No.: Senate-Doc-J-97-91
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: LEGAL MATERIAL (090); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL83
Government: Federal
These proceedings, dealing with the impact of drugs on juvenile crime, include testimony from judicial and law enforcement personnel and directors of programs for delinquent rehabilitation and drug treatment. The scope of the drug/crime problem is defined and discussed in terms of early delinquent behavior and the role of the family. The impact of illegal drug smuggling and dealing, especially as it effects law enforcement in the State of Florida, is discussed. The role of government in the prevention of drug abuse by juveniles is outlined, and several treatment programs are described including: Project CARE in Portland, Oregon; the Yerba Buena program, San Jose, California; programs of the National Institute on Drug Abuse, e.g., the State Prevention Coordinators; the efforts of the ACTION agency to mobilize and support volunteers for drug prevention; Gaudenzia, Inc., a multipurpose human service agency designed to treat substance abuse and other forms of self-destructive behavior; and Second Genesis Inc., a non-profit, residential, therapeutic community for adolescent and adult drug abusers. Federal legislation dealing with court processes and prisons, Senate Bills 1688 and 1689, are also addressed by the witnesses. (JAC)
Descriptors: *Adolescents; Clinics; *Delinquency; Delinquency Prevention; Delinquent Rehabilitation; *Drug Abuse; Federal Legislation; *Government Role; Hearings; Human Services; Illegal Drug Use; Program Descriptions; Program Effectiveness; Violence; Youth Problems
Identifiers: Congress 97th; Juvenile Justice System

ED226005 SP022050
Inventory of Federal School Health Promotion Activities. Working Document. Interagency Meeting on Health Promotion through the Schools (March 24-25, 1983).
Department of Education, Washington, DC.; Department of Health and Human Services, Washington, D.C.
Mar 1983 382p.; Coordinated by the Office of Disease Prevention and Health Promotion.
EDRS Price - MF01/PC16 Plus Postage.
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DIALOG File 1: ERIC - 66-85/SEP

Language: English
Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN83
Government: Federal

A review was made of federal activity in school health promotion for the purpose of sharing information to use effectively existing federal activity, to prevent duplication of effort, and to increase interagency cooperation. Surveyed agencies submitted a statement regarding their missions in school health promotion and provided a list of current activities, including information on: (1) sponsoring agency; (2) project title; (3) contact person and telephone number for further information; (4) category (health education, health services, health environment, coordination, or informational); (5) anticipated years of operation; (6) target group; and (7) brief description of activities. Reports were submitted by the Department of Education, the Department of Health and Human Services, and the Department of Transportation. Included in this report from the Department of Education are abstracts of research projects initiated by the National Institute of Education and summaries of projects conducted by the Office of Libraries and Learning Technology. Information is provided on activities of the Public Health Services in the report from the Department of Health and Human Services. The focus of the report from the Department of Transportation is on highway safety and educational activities sponsored by the United States Coast Guard. (JD)

Descriptors: Accident Prevention; *Agency Cooperation; Cooperative Planning; *Delivery Systems; Disease Control; Drug Abuse; Educational Research; Elementary Secondary Education; Federal Government; *Government Role; *Government School Relationship; *Health Education; Higher Education; Information Dissemination; Mental Health; Program Development; Public Agencies; *School Health Services

ED225644 PS013261
Family Treatment in Social Work. Univeristy Centennial Edition.
McBroom, Elizabeth, Ed.
University of Southern California, Los Angeles. School of Social Work.
Social Work Papers, v16 Spr 1981 1981 95p.
Available from: School of Social Work, University of Southern California, University Park-MC0411, Los Angeles, CA 90089-0411 (Paper, $4.75; student rates and discount on quantity orders).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055); SERIAL (022)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN83

The nine papers in this collection are directed toward aspects of family treatment in social work practice. Ranging in focus across the life span from infants to older adults and including material about minority group families in America, all of the papers discuss current practices and programs. The first paper discusses primary prevention practice with families of infants. The second considers the experience of one residential treatment center in changing from a traditional child-centered treatment approach to one more family-centered in nature. Intrafamilial child sexual abuse and the manner in which the underlying treatment assumptions of one program affected the development of that program's structure are discussed in the third paper, while the fourth offers ideas about social work practice with Asian American families. Guidelines for helping troubled teenagers in blended and single-parent families are provided in the fifth paper; the sixth describes two models for treating families who abuse children (the generic family model and the family management model). The seventh paper in the collection discusses an intervention approach utilizing social networks to assist Mexican American families, while the eighth paper discusses aspects of the work of the conciliation court of Los Angeles County. In conclusion, the ninth and final paper describes a mutual help program for widows and widowers. (RH)

Descriptors: Adolescents; Alcoholism; Asian Americans; *Child Abuse; Children; Court Role; *Family Counseling; *Family Problems; Infants; *Intervention; Mexican Americans; Older Adults; One Parent Family; Prevention; Residential Programs; Social Networks; *Social Work; *Widowed
Identifiers: Blended Families; Sexual Abuse

ED225046 CG016394
Teaching about Alcohol Abuse in a High School Setting: A Preventive or Total Abstinence Approach?
Spowart, Andrew C.
1982 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Geographic Source: Canada; Ontario
Journal Announcement: RIEJUN83

This paper compares two approaches to teaching a course on alcohol abuse to high school students. The importance of the teacher's basic personal beliefs in selecting a theme and determining the goal of the course are described in terms of the two directions a course can take, i.e., that drinking is morally wrong, or that moderate, controlled drinking is acceptable. The influence of peers and the effect of a communication gap between teacher and students are considered. Of the two possible goals, total abstinence and prevention of alcoholism, the latter is suggested as the best approach for helping students make individual decisions about the use of alcohol as well as for developing a preventive-type, long-term program in general. (JAC)

Descriptors: *Alcohol Education; *Course Content;

(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Delinquency Prevention; Drug Abuse; Ethical Instruction; Foreign Countries; *High School Students; *Moral Values; Peer Influence; Program Descriptions; Secondary Education; Social Values; *Teacher Attitudes; *Teaching Methods
Identifiers: *Canada

ED223613 SP021504
Drug Education for University Students and Residence Services.
Miller, Richard E.; Kitzerow, Leslie J.
9 Oct 1982 41p.; Paper presented at the Annual Convention of the American School Health Association (56th, Phoenix, AZ, October 9, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEAPR83
Attempts at providing drug information and drug education to resident students, Residence Directors (RD's), and Residence Student Advisors (RSA's) at Kent State University (Ohio) had three major objectives: (1) provide substance abuse awareness to residence hall students by disseminating drug information; (2) supplement the training of RD's and RSA's with drug education; and (3) institute drug education programming in residence halls. The Substance Abuse Committee, consisting of a residence-area coordinator, two RD's, and two RSA's, was formed. Resources for educating students were obtained and distributed, and a survey to ascertain student attitudes and behavior concerning drug use was developed. The first and second objectives were accomplished successfully. The third, implementing drug education in the dormitories, was less successful. It was felt that the university's Department of Residence Services had difficulty in perceiving and understanding the nature of this task and its relation to their operations, and the notion of drug education was mistakenly confused with drug information. Further plans are being made for implementing a comprehensive drug education program. Appendixes include: (1) a resource list for substance abuse information; (2) a sample survey questionnaire eliciting information on student drug involvement; (3) survey findings from the questionnaire distributed at Kent State University; and (4) a sample drug education presentation. (JD)
Descriptors: *College Students; Dormitories; *Drug Education ; Drug Use; Higher Education; *Information Dissemination; *Program Development; Resident Assistants; *Residential Programs; *School Health Services; Student Attitudes
Identifiers: Kent State University OH

ED223313 PS012733
Pay a Little Now or Pay a Lot Later: Exploring the Preventive Role of Community-Based MH/MR/SA Services.
Virginia State Div. for Children, Richmond.
Dec 1981 11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEAPR83
Government: State
The recent history of efforts in Virginia to implement preventive programs in the area of mental health (MH) and related fields is briefly recounted, and evidence of the effectiveness of prevention programs is briefly reported. For a number of years in Virginia policy makers and legislators have been provided a variety of recommendations regarding the intrinsic value of preventive services. However, it is clear that a shift to prevention, community treatment, and education of emotionally disturbed children requires management, organizational, and funding strategies which are quite different from those previously employed. The same must be said for the areas of mental retardation (MR) and substance abuse (SA), especially in the areas of prevention, community treatment/services, and education for children. As in the past, current funding cuts are likely to have a heavy impact on prevention efforts and on children's programs, even though longitudinal studies and program evaluations have shown the benefits and cost effectiveness of such preventive approaches. In view of the present austerity and the high costs of long-term remedial care, cost-effective preventive programs are highly recommended. (RH)
Descriptors: *Cost Effectiveness; Drug Abuse; Mental Health Mental Retardation; *Prevention; *Program Effectiveness; *Social Services; State Programs
Identifiers: Virginia

ED222822 CG016290
Improving Alcohol/Drug Education in Illinois Schools.
Illinois State Board of Education, Springfield.
Mar 1982 7p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); GENERAL REPORT (140)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR83
Government: State
Target Audience: Practitioners
This paper lists guidelines approved by the Illinois State Board of Education for improving alcohol and drug education in the schools. Statistics point out the seriousness of alcohol and drug abuse in terms of human costs to the victim, his/her family, and associates, and the economic costs of health care, accident losses, crime, social programs, and lost production. The paper discusses the educational philosophy behind the program and suggestions for its administration including guidelines for handling incidents involving alcohol and drugs. Specific objectives and techniques are described which can

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help students incorporate knowledge into values, attitudes, and habits. Although geographically specific, these materials could serve as a model for the development of similar guidelines. (JAC)
Descriptors: *Alcohol Education; *Delinquency Prevention; Drug Abuse; *Drug Education; Educational Strategies; Elementary Secondary Education; Models; Program Descriptions; Program Guides; *Program Improvement; *School Responsibility; Students; Student School Relationship; *Youth Problems
Identifiers: *Illinois

ED221790 CG016216
Mood-Altering Drugs: A Middle School Series. Revised Edition. Teacher's Guide and Six Pamphlets: An Introduction to Mood-Altering Drugs; Depressants or "Downers"; Alcohol - The No. 1 Drug; Stimulants or "Uppers"; Hallucinogens; and Marijuana or "Grass."
DiUlio, Jean; And Others
Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
1982 99p.
Sponsoring Agency: Wisconsin State Dept. of Health and Social Services, Madison.
Available from: Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEMAR83
Target Audience: Practitioners
This guide is designed as a resource for parents and teachers to develop middle school students' critical thinking about mood-altering drugs. It consists of a series of six pamphlets which focus on each of the major types of mood-altering drugs; each pamphlet may be used alone or as part of a series. The teacher's guide contains a short summary of each pamphlet and background information for parents and teachers to use for further explanation and classroom discussion. The six-pamphlet series includes materials on: (1) an introduction to mood-altering drugs; (2) depressants; (3) alcohol; (4) stimulants; (5) hallucinogens; and (6) marijuana. Every pamphlet examines physiology and the effects of drugs on the body, issues related to specific drugs, and the decision-making skills that may be used by middle school students about drugs. (JAC)
Descriptors: *Alcohol Education; *Decision Making Skills; Drug Abuse; *Drug Education; Junior High Schools; Marihuana; *Middle Schools; Physiology; *Prevention; *Student Attitudes; Teaching Guides; Youth Problems

ED221788 CG016214
What You Can Do: A Citizen's Guide to Community Organizing for the Prevention of Alcohol, Other Drug, Mental Health and Youth Problems.
Yoast, Richard; And Others
Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
1981 48p.
Available from: Wisconsin Clearinghouse, 1954 E. Washington Ave., Madison, WI 53704.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEMAR83
This manual is an introduction to community organizing for those who wish to work for the prevention of alcohol, drug, youth, mental health or other social problems. The materials show how to analyze a community and decide what problems need to be corrected, and then how to set goals and choose the best method of change. The manual also gives ideas to help group functioning, including strategies for increasing leader and meeting effectiveness. A list of additional resources is also provided, including perspectives on making community change, carrying out projects, and identifying resources for group meetings. In addition, moderator guidelines are offered to assist the leader or facilitator in handling problems that may come up at group meetings. (JAC)
Descriptors: Alcohol Education; *Citizen Participation; *Community Programs; *Drug Abuse; Leadership Styles; Mental Health; Organizational Objectives; Planning; *Prevention; *Program Development; *Youth Problems

ED221638 UD022533
Puerto Rican Youth: Dropping Out and Delinquency.
Gutierrez, Manuel J.; Montalvo, Braulio
Aug 1982 18p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEFEB83
A 3-year longitudinal study of Puerto Rican youth (who were tenth graders during the first year of the study) in Philadelphia, Pennsylvania, sought to identify determinants of decisions to remain in school or drop out, and to investigate delinquency among this population. Among girls, the study found no correlation between delinquency and dropping out, although dropping out was strongly correlated with pregnancy. The data indicated that mothers' influence on their daughters tended to socialize females away from delinquency. The potential Puerto Rican female dropout was likely to have repeated a grade, to be unmotivated, and to come from an educationally unsupportive home, but tended to be overlooked as a problematic student. Among boys, a significant positive relationship was found between dropping out and delinquency.
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DIALOG File 1: ERIC - 66-85/SEP

Tenth grade dropouts generally came from less economically able families than eleventh grade dropouts. Compared to non-delinquent dropouts, delinquent dropouts used drugs more frequently, failed in school more often, reported more friends in trouble with the law, and had parents who knew little about their sons' friends. The findings support a theoretical model that sees delinquency and decisions to drop out of school as being influenced by the family and the institutions that affect it: schools, peers, employment, church, and health services. (Author/MJL)

Descriptors: Academic Achievement; *Delinquency; Dropout Prevention; *Dropouts; Drug Use; *Family Characteristics; Family Influence; Females; High Schools; Hispanic Americans; Males; *Parent Child Relationship; *Peer Influence; Pregnant Students; *Puerto Ricans; Socioeconomic Influences

Identifiers: Pennsylvania (Philadelphia)

ED221607 TM820649

The Effects of Three Years of Participation in a Primary Prevention Program on Elementary School Students.

Schaeffer, Gary A.; And Others

Pacific Inst. for Research and Evaluation, Napa, Calif.

May 1982 24p.

Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB83

A primary school drug abuse prevention program was evaluated. The program consisted of 2 years of Magic Circle on the Human Development Program (designed to positively influence students' social and emotional development via a teacher-led discussion of a particular topic) and 1 year of Jigsaw (a structured peer teaching method in which students teach part of the regular curriculum to fellow students). Student outcome variables included attitudes, norms, and behaviors regarding self, peers, school, and drugs. Data were obtained with the Self Observation Scales; a developed Student Questionnaire; a drug-related My Opinion Survey; the total reading and total mathematics stanine scores from the Stanford Achievement Test, Intermediate Level I; student attendance; and teacher ratings of student misbehavior. The 65 experimental and 98 control students were in the fifth grade at the study's end. No effects for boys but negative effects for girls were found on cooperative classroom climate, math achievement, and involvement in marijuana use. The lack of positive effects was consistent with earlier reports that found no pattern of effects for Magic Circle and Jigsaw when they were evaluated independently. (Author/PN)

Descriptors: *Affective Objectives; *Drug Abuse; Elementary Education; *Elementary School Students; Experiential Learning Experimental Teaching; Peer Relationship; *Prevention; *Program Effectiveness; Program Evaluation; Social Development

Identifiers: Human Development Program; *Jigsaw Method; *Magic Circle; My Opinion Survey; Self Observation Scale (Katzenmeyer and Stenner); Stanford Achievement Tests

ED220783 CG016190

Drug Abuse in the American School System, 1982. Hearing before the Subcommittee on Investigations and General Oversight of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

27 Jan 1982 176p.; Not available in paper copy due to small print size.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB83

Government: Federal

This report on drug abuse in the schools is based on the testimonies of several panels at a Congressional hearing. The materials contain reports from: (1) a group of students talking about their experiences with drugs, alcohol, and delinquency; (2) law enforcement officials and judicial representatives discussing innovative judicial approaches and highlighting students' problems from an insider's perspective; and (3) counselors, educators, and parents emphasizing the need for cooperation. The report also focuses on the impact of federal funding cuts and the success of several current drug rehabilitation programs. Parent participation and the responsibility and role of the schools are also described. The document concludes with letters from adolescents pointing out the importance of drug rehabilitation programs and protesting proposed cuts in services. (JAC)

Descriptors: Alcoholism; *Delinquency Prevention; *Drug Abuse; *Drug Rehabilitation; Elementary School Students; Elementary Secondary Education; Family Problems; Hearings; *Juvenile Courts; Parent Child Relationship; School Policy; *School Role; Secondary School Students; Student Needs; *Youth Problems

ED220775 CG016182

Manual for Working with Parents of Adolescent Drug Users. Treatment Research Report.

Nurco, David N.; And Others

Friends Medical Science Research Center, Inc., Baltimore, MD.

1982 30p.

Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Grant No.: NIDA-H81-DA-02045

Report No.: DHHS-ADM-82-1209

EDRS Price - MF01/PC02 Plus Postage.

Language: English

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DIALOG File 1: ERIC - 66-85/SEP

Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEFEB83
Government: Federal
Target Audience: Practitioners
This manual outlines techniques for organizing and operating guided self-help groups for parents of drug-abusing young people. It is intended to be used by agencies working with youths, whose staff work cooperatively with parents needing the support provided by other parents experiencing similar problems. The manual shows parents how to improve their own psychological well-being, improve parent-child relationships, and set limits on the child's behavior. The role of the sponsoring agency in organizing the group is explained, and a sample agenda is outlined. Group activities and stages of group development are discussed. The appendix contains additional references including organizations that can provide further information. (JAC)
Descriptors: *Adolescents; *Drug Abuse; Drug Education; Group Counseling; *Parent Child Relationship; *Parent Education; *Parents; Program Design; Program Guides; Self Help Programs; *Social Agencies; Youth Problems

ED219672 CG016095
Attainable Alternatives: Decisions for the 80's. A District Manual on Substance Use, Abuse, and Prevention.
Bay-Borelli, Michael; And Others
1981 619p.; Available in microfiche only due to marginal legibility of original document.
Sponsoring Agency: Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN83
Target Audience: Practitioners
This manual is designed to help school district personnel assess the extent of substance abuse and to develop policies and procedures for dealing with the problem through the cooperation of schools, parents and communities. The effect of social change on adolescents is discussed and trends in developmental distress are noted. Roles and responsibilities of school personnel are outlined including curriculum considerations and objectives. A section on needs assessment is provided along with sample evaluation forms and questionnaires. The guide includes background information on smoking, drinking, and drug use, and developmental characteristics of adolescents. A wide variety of preventive programs are discussed in detail with names and addresses of resource groups and organizations. A bibliography of resource materials is also included. (JAC)
Descriptors: Alcohol Education; Change Strategies; *Delinquency Prevention; *Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Program Descriptions; *School Involvement; School Responsibility; Secondary School Students; *Social Change; Student School Relationship; Values Education; *Youth Problems

ED218549 CG016049
The Door: A Model Youth Center. Treatment Program Monograph Series.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
1981 85p.; Photographs not filmed due to copyright laws.
Report No.: DHHS-ADM-81-1132
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEDEC82
Government: Federal
This report provides basic facts about The Door, a multifaceted youth center in New York City, which serves 300-400 young people each day. The origins, early stages, guiding philosophy, activities, and organizational structure are described. Recommendations for initiating and operating multiservice youth projects based on the experience of The Door are provided as a model for other alternative delivery system programs, and deal with the areas of program planning and development, funding, staffing, the supportive environment, administration, and fiscal management. Clients' profiles are presented, and services are described including health services, drug and alcohol education, counseling, and creative and vocational activities. (JAC)
Descriptors: Community Programs; *Crisis Intervention; *Delivery Systems; Drug Abuse; *Interdisciplinary Approach; Models; Program Descriptions; Program Development; *Rehabilitation Programs; *Urban Youth; *Youth Problems; Youth Programs

ED218547 CG016047
Abolition of the Office of Juvenile Justice and Delinquency Prevention. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, Ninety-Seventh Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
1 Apr 1981 214p.; Paper copy not available due to small print in original document.
Report No.: J-97-8
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEDEC82
Government: Federal

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DIALOG File 1: ERIC - 66-85/SEP

These proceedings of the Subcommittee on Juvenile Justice deal with the proposed abolition of the Office of Juvenile Justice and Delinquency Prevention, which was marked for elimination in the proposed budget of the Justice Department. Testimony is presented that supports retention of this office along with the comments of senators, police and safety officials, and other legal officials. The effectiveness of the Juvenile Justice system is discussed and various state and federal programs are described. Prepared statements of a number of organizations supporting the Office of Juvenile Justice are also included in the appendices. (JAC)

Descriptors: *Adolescents; Budgeting; *Crime Prevention; *Delinquency Prevention; Drug Abuse; *Federal Programs; Hearings; *Program Effectiveness; *Program Evaluation; State Programs; Violence; Youth Problems

Identifiers: *Juvenile Justice System

ED217328 CG015934

What If ...? Suggested Guidelines for School Policy Concerning Drug-Related Problems.

Oklahoma State Dept. of Education, Oklahoma City.

[1980 24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Oklahoma

Journal Announcement: RIENOV82

Government: State

Target Audience: Practitioners

This manual provides school personnel with guidelines for developing school policies on drug-related problems and the prevention of future problems. Although the guide is designed for specific use in Oklahoma schools, it can serve as a model for other secondary schools. The need for a school policy is discussed and the role of the principal, counselors, and teachers in dealing with drug abusers is examined. Laws relating to drug possession are described, including the justification for drug searches in school. Guidelines are presented for school and law enforcement relationships, suspension and expulsion, due process, handicapped students, confidentiality of communications, student records, and the use of community resources. Several hypothetical situations involving students and drugs are posited, and possible responses are included. The appendix provides definitions, offenses, and penalities as described by law. (KMF)

Descriptors: *Drug Abuse; Drug Education; Guidelines; Police School Relationship; Prevention; School Community Relationship ; *School Personnel; *School Policy; School Responsibility; *School Role; Secondary Education; *Student Problems; *Student School Relationship

ED217031 SP020293

The Illinois Alcoholism Prevention Initiative: A State-Wide Health Promotion and Primary Prevention Project.

Floyd, Jerald D.

Apr 1982 13p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Houston, TX, April, 1982).

Sponsoring Agency: Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Grant No.: 44-22557

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEOCT82

Two resource centers were funded by the Illinois Alcoholism Prevention Initiative to facilitate primary prevention and health promotion efforts at the local level. Located in DeKalb and Springfield, the centers assisted the Illinois State Department of Mental Health and Developmental Disabilities Division of Alcoholism in building a body of knowledge on strategies and approaches, in coordinating and encouraging the exchange of ideas, and in channeling information and resources to appropriate service providers in communities. By working with existing local community agencies and resources, the resource centers tailored health promotion strategies to community needs on a statewide basis. The program emphasizes proactive activities that prevent, reduce, or eliminate causes of health problems, especially problems related to alcoholism or drug abuse, for citizens of all ages. Center administrators and staff members have varied backgrounds, including community mental health, drug education, governmental studies, alcoholism counseling, technical management, and media development. Technical assistance is offered to schools, local human service agencies, and community organizations. The centers strive to provide the information, skills, and environment to encourage people to exercise control over their health. (FG)

Descriptors: *Alcohol Education; Alcoholism; *Behavior Change; *Community Health Services; *Cooperative Planning; Drug Abuse; Health Education; Positive Reinforcement; *Prevention; Program Development; Public Health; *State Programs

Identifiers: *Illinois

ED216255 CG015869

Treatment Services for Drug Dependent Women. Volume 1. Treatment Research Monograph Series.

Beschner, George M., Ed.; And Others

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

1981 509p.; Pages 439-441 and 472 not filmed due to copyright laws.

Report No.: DHHS-ADM-81-1177

Available from: Childcare services and parenting education are also discussed.

EDRS Price - MF02/PC21 Plus Postage.

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DIALOG File 1: ERIC - 66-85/SEP

Language: English
Document Type: COLLECTION (020); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEOCT82
Government: Federal

This book is the first of two volumes designed to highlight and integrate current knowledge about drug dependent women, with a focus on needed services and appropriate delivery systems, as well as to provide useful information for counselors and treatment program developers. The special problems, needs, and characteristics of women drug abusers are discussed. Attention is given to the roles of age, cultural background, social class, drugs of choice, and differing lifestyles in terms of their effects on women's attitudes and behavior. The first of 11 chapters in this book provides an introduction to intervention strategies for drug dependent women. Chapter Two reviews literature, research data, and findings about women and drugs. Chapter Three outlines the components of a comprehensive intake and diagnostic process. Chapter Four describes the five roles of counselors who work with chemically dependent women. Chapter Five deals with referrals and developing community linkages. Chapters Six and Seven focus on health and medical issues. Vocational rehabilitation and employment development are described in Chapter Eight, and family therapy approaches are reviewed in Chapter Nine. The final two chapters deal with the chemically dependent woman and her children. Childcare services and parenting education are also discussed. (NRB)

Descriptors: Change Strategies; *Child Rearing; *Counseling Techniques; *Crisis Intervention; Day Care; *Delivery Systems Drug Abuse; *Drug Rehabilitation; *Females; Individual Needs; Program Descriptions; Vocational Rehabilitation

ED214710 RC013248

Alcoholism and the Hispanic: A Mutual Concern = El Alcoholismo y Los Hispanos Una Preocupacion Nacional. Proceedings of the National Hispanic Conference on Alcoholism (San Antonio, Texas, September 7-10, 1981).

AVANTE International Systems Corp., San Antonio, TX.
1981 151p.
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: ADM-281-80-0014
Report No.: DHHS-ADM-81-1130
EDRS Price - MF01/PC07 Plus Postage.
Language: English; Spanish
Document Type: CONFERENCE PROCEEDINGS (021); REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAUG82
Government: Federal

Written in Spanish and English, the proceedings include 6 papers and the recommendations presented at the conference on alcoholism and alcohol-related problems among Hispanics attended by approximately 400 participants, representing 29 states, Puerto Rico, and Mexico. "The Challenge of the 1980's: Action Through Unity" discusses the need for unity among service delivery agencies. "Alcoholism Among Hispanics" briefly reviews the prevalence of alcohol use and abuse among Hispanics. "Inpatient Aftercare Service Systems: The Essentiality of Continued Treatment for the Chicano Community" discusses the importance of continued treatment so the Chicano substance abuser can remain sober. "Issues in the Delivery of Services for Alcoholics" discusses such issues as the social and political context of alcoholism programs, incorporation of management instruments, manpower needs, and the use of "ethnic" professionals. "Achievement of the Hispanic Dream" discusses the commitment to improve the life style and the problem of alcoholism among Hispanics. The final paper discusses a national strategy for unified action. Recommendations in the areas of treatment (special and general populations), prevention, training, research, and state and national public policy are provided. A listing of committee members, San Antonio host committee, and conference participants is appended. (NQA)

Descriptors: *Agency Cooperation; *Alcoholism; *Community Action; Cultural Awareness; *Delivery Systems; Drug Abuse; *Hispanic Americans; Labor Needs; Medical Services; Policy Formation; *Prevention; Program Effectiveness

ED214097 CG015833

Drug Education Curriculum: Senior High. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981 265p.; For related documents, see CG 015 825-832.
Report No.: NYSED-81-9106
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and

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DIALOG File 1: ERIC - 66-85/SEP

teacher information and resources. A preliminary materials list, worksheets, a glossary of terms, and illustrations are also included. Activities at the high school level focus on: (1) the effects of drugs on the homeostasis of the body; (2) drugs and society; (3) communication skills; and (4) motivations and alternatives. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Health Education; High Schools; High School Students; Humanistic Education; *Learning Activities; Motivation; Secondary Education; Self Concept; *Skill Development; Social Values; Teaching Guides

ED214096 CG015832

Drug Education Curriculum: Junior High. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 232p.; For related documents, see CG 015 825-833.

Report No.: NYSED-81-9105

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Journal Announcement: RIEAUG82

Government: State

Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, a glossary of terms, and illustrations are also included. Activities for the junior high level focus on: (1) the homeostasis of the body; (2) drugs and society; (3) motivations for drug use; and (4) communication skills. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Health Education; Humanistic Education; Junior High Schools; Junior High School Students; *Learning Activities; Motivation; Secondary Education; Self Concept; *Skill Development; Social Values; Teaching Guides

ED214095 CG015831

Drug Education Curriculum: Grade Six. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 197p.; For related documents, see CG 015 825-833.

Report No.: NYSED-81-9091

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Journal Announcement: RIEAUG82

Government: State

Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, glossary of terms and illustrations are also included. Activities for the sixth grade level focus on: (1) drugs and human needs; (2) personal decisions about drug use; (3) drugs and society; and (4) alternatives to drugs. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; Decision Making; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 6; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

DIALOG File 1: ERIC - 66-85/SEP

ED214094 CG015830
Drug Education Curriculum: Grade Five. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981 202p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9090
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners
This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, glossary of terms, and illustrations are also included. Activities for the fifth grade level focus on: (1) drug use and body balance; (2) drugs and society; (3) problem-solving and decision-making; and (4) group dynamics. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)
Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; Decision Making; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 5; Group Dynamics; Health Education; Humanistic Education; *Learning Activities; Problem Solving; Self Concept; *Skill Development; Teaching Guides

ED214093 CG015829
Drug Education Curriculum: Grade Four. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981 204p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9073
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners
This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the fourth grade level focus on: (1) appropriate uses for drugs; (2) emotions effect on health; (3) communication skills and problem-solving; and (4) personal health goal setting. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)
Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 4; Health Education; Humanistic Education; *Learning Activities; Problem Solving; Self Concept; *Skill Development Teaching Guides

ED214092 CG015828
Drug Education Curriculum: Grade Three. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981 208p.; For related documents, see CG 015 825-833.
Report No.: NYSED-81-9072
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners
This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community

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DIALOG File 1: ERIC - 66-85/SEP

members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the third grade level focus on: (1) self-image and responsibility for decisions; (2) group dynamics; (3) body balance and health; and (4) personal responsibility for health. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 3; Group Dynamics; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

ED214091 CG015827

Drug Education Curriculum: Grade Two. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 206p.; For related documents, see CG 015 825-833.

Report No.: NYSED-81-9071

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Journal Announcement: RIEAUG82

Government: State

Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the second grade level focus on: (1) choices in terms of personal needs; (2) self-image, social interactions and responsibility; (3) body balance and health; and (4) wise use of substances. The 14 appendices provide references on teaching methods, agencies, resources, packagnd programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 2; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

ED214090 CG015826

Drug Education Curriculum: Grade One. Health Education: Substance Abuse Prevention.

New York State Education Dept., Albany. Bureau of Drug Education.

Jul 1981 176p.; For related documents, see CG 015 825-833.

Report No.: NYSED-81-9070

EDRS Price - MF01/PC08 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Journal Announcement: RIEAUG82

Government: State

Target Audience: Practitioners

This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. Activities for the first grade level focus on: (1) self-image and communication skills; (2) responsibility for feelings and actions; and (3) healthy decision-making. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)

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DIALOG File 1: ERIC - 66-85/SEP

Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Elementary School Students; Grade 1; Health Education; Humanistic Education; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

ED214089 CG015825
Drug Education Curriculum: Kindergarten. Health Education: Substance Abuse Prevention.
New York State Education Dept., Albany. Bureau of Drug Education.
Jul 1981 172p.; For related documents, see CG 015 826-33.
Report No.: NYSED-81-9069
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners
This curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' cognitive and affective skills. The materials emphasize the involvement of parents and community members and resources in implementing drug abuse prevention programs. The development of self-image and positive self-concept, communication skills, and coping skills comprise the three components of an affective model upon which this guide is based. The introductory section provides background information, e.g., curriculum evaluation, facilitator instructions, a topical outline of the curriculum, teaching methods, characteristics of early and late childhood, and an activity index. The format of the instructional units section consists of concepts, learning objectives and activities, and teacher information and resources. A preliminary materials list, worksheets, and illustrations are also included for each unit. The activities for the kindergarten level focus on: (1) self-image, feelings, and tolerance; (2) group membership; and (3) responsibility for personal health. The 14 appendices provide references on teaching methods, agencies, resources, packaged programs for health and drug education, materials of special interest to minority groups, and a chart of alternatives to drug use. (KMF)
Descriptors: Affective Behavior; *Cognitive Development; Communication Skills; Coping; *Drug Abuse; *Drug Education; *Drug Use; Elementary Education; Group Membership; Health Education; Humanistic Education; Kindergarten Children; *Learning Activities; Self Concept; *Skill Development; Teaching Guides

ED214031 CE031981
Texas Driver and Traffic Safety Education Teacher Preparation Guide.
Texas Education Agency, Austin. Div. of Curriculum Development.
1982 221p.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Texas
Journal Announcement: RIEAUG82
Government: State
Target Audience: Practitioners; Students
This guide contains detailed descriptions of four university courses designed to give basic driver and traffic safety education preparation to prospective driver education teachers. The basic courses are as follows: Safety Education (general safety education concepts with emphasis on nontraffic areas); Driver and Traffic Safety Education I (instruction in the concepts and procedures to instruct the classroom and on-street phases of driver education); Driver and Traffic Safety Education II (practicum in classroom and on-street instructional experiences with high school driver education students); and Driver and Traffic Safety Education III (theory and practice simulation, multiple-car, and other off-street laboratory phases of driver education as well as principles for administrating multiphase programs). Also provided are brief descriptions of nine additional courses useful for driver education teachers. Topics of these courses include the highway transportation system; alcohol, drugs, and traffic safety; motorcycle education; driver education for the handicapped; emergency care of the injured; psychology of accident prevention; traffic law enforcement; and traffic and highway engineering principles. Each of the four basic courses described contains lists of competencies, resources, course content related to individual competencies, and suggested learning activities. Also provided are bibliographies for each of the four courses. (MN)
Descriptors: Accident Prevention; Alcohol Education; Behavioral Objectives; Competence; Course Descriptions; *Curriculum Development; Disabilities; *Driver Education; Drug Abuse; Guidelines; Higher Education; Instructional Materials; Learning Activities; Motor Vehicles; Resources; *Safety Education; Secondary Education; *Teacher Education; *Teaching Methods; Traffic Accidents; *Traffic Safety

ED213740 TM820129
Evaluation of Two Service Opportunity Programs for Junior High School Students: First Year Results.
Moskowitz, Joel M.; And Others
Pacific Inst. for Research and Evaluation, Napa, Calif.
Jul 1981 46p.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Geographic Source: U.S.; California
Journal Announcement: RIEJUL82
Cross-Age Tutoring and School Store, two courses combining classroom learning and application of specific skills outside the classroom are evaluated. Students in Cross-Age Tutoring were taught tutoring and communication skills and spent four days per week tutoring at nearby elementary schools; students in School Store were taught business and interpersonal skills and operated an on campus store. These courses are examples of the "Alternatives" or "Service Opportunities" approaches to substance abuse prevention. The general goals of the courses were to foster positive attitudes and behaviors regarding self, peers, and school. These changes were expected to reduce, in subsequent years, student acceptance and use of psychoactive substances. Process data included: a survey of participants at the end of the course, observation of selected course sessions and practica, and interviews with teachers and some students from each course. Both courses (including practica) were well received by the students. Analyses of covariance did not reveal a coherent pattern of treatment effects. The lack of treatment effects was attributed to a possible failure of the courses to require sustained effort for mastery of goals, and to stimulate adequate commitment among the participating students. (Author/GK)
Descriptors: Change Strategies; *Course Evaluation; *Cross Age Teaching; *Distributive Education; *Drug Abuse; Grade 8; Grade 9; Junior High Schools; Peer Acceptance; *Prevention; School Attitudes; Self Concept; *Student Participation
Identifiers: *Service Learning

ED213739 TM820128
An Evaluation of an Innovative Drug Education Program: Follow-Up Results.
Moskowitz, Joel M.; And Others
Pacific Inst. for Research and Evaluation, Napa, Calif.
Nov 1981 27p.; For related document, see TM 810 127.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL82
This study provides a follow-up assessment of an innovative drug education program for seventh and eighth graders. Students learned Lasswell's framework for understanding human needs and motives, a systematic decision-making procedure, and information about the pharmacological, psychological, and social consequences of licit and illicit drug use. The course focused primarily upon "soft" drug use--tobacco, alcohol, and marijuana. One social studies class from each of nine matched pairs was randomly assigned to receive the drug education course. The remaining classes constituted the control group. The follow-up questionnaire was administered one year after the completion of the course. Testing covered (1) drug knowledge; (2) general attitudes toward drug use; (3) perceived benefits and costs of various types of substance use; (4) perceived peer attitudes toward, and use of, various substances; and (5) intentions to use, current use, and lifetime use of various substances. The only short-term effect of the course that sustained at follow-up was greater drug knowledge for grade 8 males. As compared to their controls, the experimental students were more opposed to hard drug use. (Author/GK)
Descriptors: Age Differences; *Decision Making; Drug Abuse; *Drug Education; Educational Innovation; Formative Evaluation *Grade 7; *Grade 8; Junior High Schools; *Program Effectiveness; *Program Evaluation; Sex Differences; Social Studies; Student Attitudes

ED213738 TM820127
An Evaluation of an Innovative Drug Education Program: First Year Results.
Schaps, Eric; And Others
Pacific Inst. for Research and Evaluation, Napa, Calif.
Jul 1981 37p.; For related document, see TM 820 128.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL82
An innovative drug education course was taught to seventh and eighth graders and evaluated in a true experiment. Students learned Lasswell's framework for understanding human needs and motives, a systematic decision-making procedure, and information about the pharmacological, psychological, and social consequences of licit and illicit drug use. The course focused primarily upon "soft" drug use. Process evaluation consisted of documentation of classroom activities by an outside observer, interviews with experimental and control students and teachers; and questionnaire surveys of experimental students. Overall, students gave mediocre ratings of the course with respect to interest, usefulness, and clarity; classroom teachers were critical of the outside instructor's teaching style and the course content. Outcome evaluation involved testing: drug knowledge, general attitudes toward drug use, perceived benefits and costs of various types of substance use, perceived peer attitudes toward, and use of, various substances, and intentions to use, current use, and lifetime use of various substances. Analyses showed that the course produced a pattern of predicted effects for grade 7 females, but not for grade 7 males or grade 8 males or females. For grade 7 females, the course increased drug knowledge, decreased perceptions of favorable peer attitudes toward soft drug use, and decreased personal involvement in use of both alcohol and marijuana. (Author/GK)
Descriptors: Age Differences; *Decision Making; Drug Abuse; *Drug Education; Educational Innovation; *Grade 7; *Grade 8;
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Junior High Schools; *Program Effectiveness; *Program Evaluation; Sex Differences; Social Studies; Student Attitudes

ED213563 RC013228
Fetal Alcohol Syndrome Resource Guide.
All Indian Pueblo Council, Albuquerque, N. Mex.
May 1981 9p.; For related documents, see RC 013 226-227.
Sponsoring Agency: Indian Health Service (PHS/HSA), Rockville, MD.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; New Mexico
Journal Announcement: RIEJUL82
The guide was developed to assist professionals working with American Indian people as a resource in obtaining printed and non-printed materials on Fetal Alcohol Syndrome. The resource guide is divided into the following sections: films (4), books (5), bibliographies (2), pamphlets (16), posters (5), slides (2), training curriculum (3), and projects (5). Each of the sections briefly describes the materials, including cost and availability. Some of the topics presented are: "Alcohol Crisis for the Unborn"; "Human Studies"; "Alcoholism Problems in Women and Children"; "Alcohol and Pregnancy"; "When You Drink, Your Unborn Baby Does, Too "; "Drugs and Pregnancy"; and "Fetal Alcohol Syndrome Characteristics." Also included are four other sources for information and materials on Fetal Alcohol Syndrome. (ERB)
Descriptors: *Alcoholism; American Indians; Developmental Disabilities; Drug Use; Infants; *Information Sources; *Mothers; Nonprint Media; Parent Influence; Pregnancy; *Prenatal Influences; *Prevention; *Resource Materials
Identifiers: *Fetal Alcohol Syndrome

ED212681 TM820138
A Process and Outcome Evaluation of a Peer Teaching Primary Prevention Program.
Moskowitz, Joel M.; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.; Pacific Inst. for Research and Evaluation, Napa, Calif.
Sep 1981 45p.; For related documents, see TM 820 136-137.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN82
This study evaluated the effectiveness of Jigsaw as a strategy to prevent substance abuse. Jigsaw is a structered peer teaching program in which students teach part of the regular classroom curriculum to a group of peers. The goals of Jigsaw were to make student learning more active and student-student interactions more cooperative. As a result of these changes, students were expected to develop more positive attitudes, behaviors and norms regarding self, peers and school. Eventually, these gains should reduce students' acceptance and use of psychoactive substances. The treatment group consisted of 13 fourth-sixth grade teachers and their 261 students. Thirty teachers and their 560 students served as the nonparticipant comparison group. The Jigsaw in-service training consisted of two-hour sessions, held once a week for nine weeks, and one review session held six weeks later. The trainer assisted teachers in their classrooms both before and after the training ended. Participant and nonparticipant teachers and students were pre- and post-tested and data regarding achievement and attendance were gathered from school district records. Teachers also rated their students' classroom behavior. (Author/CE)
Descriptors: *Drug Abuse; Intermediate Grades; *Intervention ; Peer Influence; *Peer Teaching; Program Attitudes; *Program Effectiveness; *Program Evaluation; Student Participation; Student Teacher Relationship

ED212680 TM820137
A Process and Outcome Evaluation of an Affective In-Service Training Program for Junior High School Teachers: Second Year Results.
Juel, Connie; Roper/Schneider, Diane
Pacific Inst. for Research and Evaluation, Napa, Calif.
Sep 1981 46p.; For related documents, see TM 820 136-138.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN82
Teachers were trained in either or both of two versions of Effective Classroom Management--Junior High (ECM). In the second year of the study, teachers were taught techniques in discipline, communication, and self-esteem enhancement. The goals of the in-service training were to make teachers more responsive to students' affective and cognitive needs. The short-term goals of implementation were to foster positive student attitudes, behaviors and norms regarding self, peers, and school. These changes were expected eventually to lead to reduced acceptance and use of psychoactive substances. The present report evaluates the second year of ECM. The research design employed a nonequivalent control group with a pretest at the beginning of the first year of the study and a posttest at the end of the second year. The treatment group consisted of 8th and 9th grade students and teachers from a junior high school. Most of the teachers in this school participated in at least one year of ECM training. The control group consisted of 8th and 9th grade students and their teachers in another junior high school in the same school district. The predicted positive effect on satisfaction with teaching was significant for all participants, but not all experimental teachers. ECM did not appear to affect student outcomes. (Author/GK)
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Descriptors: *Classroom Techniques; *Decoding (Reading); *Drug Abuse; Formative Evaluation; *Inservice Teacher Education; Junior High Schools; Phonics; *Prevention; *Program Evaluation; *Secondary School Teachers; Student Attitudes; Student Teacher Relationship
Identifiers: *Effective Classroom Management (Junior High)

ED212679 TM820136
The Effects of a Classroom Management Teacher Training Primary Prevention Program on Fifth-Grade Students.
Moskowitz, Joel M.; And Others
Pacific Inst. for Research and Evaluation, Napa, Calif.
Jul 1981 42p.; For related documents, see TM 820 137-138
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN82
Effective Classroom Management II-Elementary (ECM), an in-service teacher training course, was evaluated. Grade 5 teachers were taught techniques in communication, classroom management, and self-esteem enhancement. The goals were to make classroom environments more responsive to students' affective and cognitive needs, thereby fostering positive attitudes, behaviors, and norms regarding self, peers, and school. These changes were expected to reduce, in subsequent years, student acceptance and use of psychoactive substances. Process data included (1) teacher feedback on each training session, (2) surveys of teachers at the end of training and at the end of the school year, and (3) observations of classroom implementation. Pre- and posttests were administered to students and teachers, student achievement and attendance data were gathered, and teachers rated students' classroom behavior. Analyses of covariance revealed no predicted treatment effects on teacher outcomes. Analyses of covariance conducted on the class-level student data did not reveal a coherent pattern of treatment effects for comparisons of all control classes with all experimental classes, or with those experimental classes whose teachers completed ECM. For female students no significant effects were found; for males, significant positive treatment effects were found on reading achievement, perceived costs of alcohol use, and perceived costs of marijuana use. These latter effects were attributed to school differences or Type I error. The lack of treatment effects was discussed in terms of possible problems with treatment implementation. (Author/GK)
Descriptors: Classroom Environment; *Classroom Techniques; *Drug Abuse; *Elementary School Teachers; Grade 5; *Inservice Teacher Education; Intermediate Grades; Intervention; *Prevention; *Program Evaluation; Student Teacher Relationship
Identifiers: *Effective Classroom Management (Elementary)

ED212593 SP019589
Tenth Annual Report to Oklahoma Legislature 1981. A Report to the Legislature In Compliance with Drug Abuse Education Act--1972.
Oklahoma State Dept. of Education, Oklahoma City.
1981 26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)
Geographic Source: U.S.; Oklahoma
Journal Announcement: RIEJUN82
Government: State
A report is given on the status of the Drug Abuse Education Program mandated by the state of Oklahoma. Recommendations for further improvement, modification, or additional legislation are also presented. The introduction presents basic premises about and characteristics of prevention education and, in the light of these premises, the characteristics of successful prevention education programs. Included in the report is information on: (1) the status of implementation of drug education programs in the state; (2) present funding patterns; (3) administrative guidelines for drug education programs; (4) model program developments in specific schools; (5) state and nationally validated programs; (6) instructional materials and strategies through educational television; (7) verification of compliance with state laws; and (8) the goal of the Drug Abuse Education Program. (JD)
Descriptors: Compliance (Legal); Drug Abuse; *Drug Education ; Educational Legislation; Educational Television; Elementary Secondary Education; Financial Support; Health Education; Inservice Teacher Education; Instructional Materials; *Prevention; *Program Development; *Program Implementation; *Statewide Planning; Tobacco
Identifiers: *Oklahoma Drug Abuse Education Program

ED211550 SP019475
Comprehensive Health Education Curriculum Guide, Grades K-10. Bulletin 1596.
Louisiana State Dept. of Education, Baton Rouge. Div. of Academic Programs.
1981 515p.
EDRS Price - MF02/PC21 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEMAY82
Government: State
Target Audience: Practitioners
This curriculum guide is based on the Louisiana State Minimum Competencies for Health Education. This guide consists of extensive outlines of major content areas in health education with recommended activities to facilitate learning at specified levels. The content areas are: (1) communicable
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

and noncommunicable disease; (2) consumer health; (3) environmental and community health; (4) family living; (5) nutrition; (6) mental and emotional health; (7) personal health; (8) safety and first aid; and (9) substance use and abuse. The guide has been developed for the kindergarten through tenth grades at four competency levels: Level I, kindergarten through third grades; Level II, fourth through sixth grades; Level III, seventh and eighth grades; and Level IV, ninth and tenth grades. With each content area, a course outline, topics, student objectives, and activities to achieve student objectives are provided. Following each section is a bibliography of reading materials for educators and print and nonprint resources for further information on the topic. (JD)

Descriptors: Communicable Diseases; Consumer Education; Course Content; Drug Use; Elementary Secondary Education; Family Health; Family Life; First Aid; *Health Education; Health Materials; Hygiene; Mental Health; *Minimum Competencies; Nutrition Instruction; Public Health; Safety; State Curriculum Guides; *State Standards

Identifiers: *Louisiana

ED210612 CG015637

Alcohol and Drug Abuse Education Act Oversight, 1981. Hearing Before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

6 Apr 1981 111p.; Pages 81-86 are of marginal legibility due to small print size.

Report No.: Senate-82-644-0

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: LEGAL MATERIAL (090); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEMAY82

Government: Federal

This publication contains the proceedings of the Senate Subcommittee on Alcoholism and Drug Abuse hearings in April 1981, which reviewed and evaluated current alcohol and drug education programs and the role of its government. Statements by government staff as well as nationwide directors of alcohol and drug education programs are provided along with descriptions of problems and solutions. In addition, several articles dealing with the efforts of public schools to deal with substance abuse and testimony supporting the Alcohol and Drug Abuse Education Act are presented. (JAC)

Descriptors: *Alcohol Education; Community Programs; *Drug Education; *Federal Legislation; Federal Programs; *Government Role; Hearings; Problem Solving; Program Descriptions; *Program Effectiveness; *School Role; State Programs; Youth Problems

Identifiers: *Congress 97th

ED210569 CG015594

Impacts of a Georgia Drug Abuse Prevention Program. Final Evaluation Report.

Dusewicz, Russell A.; Martin, Marilyn A.

Research for Better Schools, Inc., Philadelphia, Pa.

Mar 1981 297p.

Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Grant No.: NIDA-DA-01904

EDRS Price - MF01/PC12 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAY82

This document reports on the comprehensive evaluation of the Georgia Life Skills for Mental Health program, a primary prevention program designed to provide students with the opportunity for learning basic intrapersonal and interpersonal skills to handle stress, respond to major life decisions, and form more satisfying interpersonal relations without recourse to drugs and alcohol. A description of the program discusses the Activity Guides for elementary and secondary school students, the teacher inservice workshops, and the program implementation efforts by a network of community mental health training teams. Both process and outcome evaluations conducted over three years of the program are described. The evaluation design and procedures are discussed for the process evaluation, the student outcome evaluation, and the teacher outcome evaluation. A chapter on process evaluation results focuses on the coordinating committee, activity guides, training of local trainers, and training of teachers. Results of the student outcome evaluation organized by age group and results of the teacher outcome evaluation are presented and discussed. Final conclusions of the evaluation are related to implications for the continued development of the Life Skills program. The appendices contain process evaluation materials along with student and teacher outcome measures. (NRB)

Descriptors: Adjustment (to Environment); *Drug Abuse; Elementary Secondary Education; Formative Evaluation; *Inservice Teacher Education; Interpersonal Competence; *Mental Health Programs; *Prevention; Program Evaluation; Skill Development; *Student Development; Summative Evaluation

Identifiers: *Georgia

ED210378 UD021871

A Guide to Multicultural Drug Abuse Prevention: Evaluation. Series Booklet.

Harrison-Burns, Bettye; And Others

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

1981 69p.; For related documents, see UD 021 867-870. Some tables may be marginally legible due to small size type.

Contract No.: 271-78-4626

(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Report No.: DHHS-ADM-81-1126
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: Federal
This guide addresses several issues related to the evaluation of drug abuse prevention programs for minorities, including: (1) planning; (2) the role of the evaluator; (3) selection of an evaluation methodology; (4) selection of data collection instruments; (5) selection and training of data collection staff; (6) collection and analysis of data; (7) reporting the findings; and (8) use of the evaluation results for program improvement. (Author/APM)
Descriptors: *Community Programs; *Drug Abuse; Drug Rehabilitation; Drug Use; *Evaluation Methods; *Minority Groups; *Prevention; *Program Evaluation

ED210377 UD021870
A Guide to Multicultural Drug Abuse Prevention: Funding. Series Booklet.
Harrison-Burns, Bettye; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
1981 53p.; For related documents, see UD 021 867-871. Some tables may be marginally legible due to small size type.
Contract No.: 271-28-4626
Report No.: DHHS-ADM-81-1125
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: Federal
This booklet explores sources of money for multicultural and minority drug abuse prevention programs and provides an overview of fundraising methods and resources. Local, State and Federal agencies (including private organizations) that provide funds for drug abuse prevention programs are listed. Ways to go about soliciting funds are outlined. Sources of information, training, and technical assistance are also discussed. (Author/APM)
Descriptors: Community Programs; Community Resources; *Drug Abuse; Drug Rehabilitation; Drug Use; Federal Aid; *Financial Support; Grantsmanship; *Minority Groups; *Prevention; Private Financial Support; *Program Development; Proposal Writing; *Resources

ED210376 UD021869
A Guide to Multicultural Drug Abuse Prevention: Resources. Series Booklet.
Harrison-Burns, Bettye; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
1981 82p.; For related documents, see UD 021 867-871. Some tables may be marginally legible due to small size type.
Contract No.: 271-78-4626
Report No.: DHHS-ADM-81-1124
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: Federal
This guide is designed to provide information about concepts, techniques and strategies that can assist minority communities in developing drug abuse prevention programs to meet their specific needs and in evaluating ongoing programs. A directory of organizations and networks that can provide access to resources is included. This directory lists government and private agencies, indicating the address, phone number, target population, services and areas of concern for each agency or organization. (Author/APM)
Descriptors: *Community Programs; Cultural Differences; *Drug Abuse; Drug Rehabilitation; Drug Use; *Minority Groups; *Prevention; *Program Development; *Resources; Social Agencies

ED210375 UD021868
A Guide to Multicultural Drug Abuse Prevention: Strategies. Series Booklet.
Harrison-Burns, Bettye; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
1981 27p.; For related documents, see UD 021 867-871.
Contract No.: 271-78-4626
Report No.: DHHS-ADM-81-1123
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: Federal
This guide focuses on developing effective strategies for multicultural drug abuse prevention programs. The guide is designed to provide information that can assist minority communities in setting up drug abuse prevention programs in their neighborhoods. It discusses a holistic framework for empowering client populations and outlines four program designs: informative, eudcational, intervention, and those that offer alternatives. (Author/APM)
Descriptors: *Change Strategies; Community Action; *Community Programs; *Drug Abuse; Drug Rehabilitation; Drug Use; *Minority Groups; *Prevention; *Program Development

DIALOG File 1: ERIC - 66-85/SEP

ED210374 UD021867
A Guide to Multicultural Drug Abuse Prevention: Needs Assessment. Series Booklet.
Harrison-Burns, Bettye; And Others
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
1981 66p.; For related documents, see UD 021 868-871. Some tables may be marginally legible due to small size type.
Contract No.: 271-78-4626
Report No.: DHHS-ADM-81-1122
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: *Federal
This guide is designed to help planners of drug abuse prevention programs for minority groups to assess the specific needs of their communities. Covered are: (1) sources of and methods of acquiring statistical and background information; (2) community survey techniques; (3) developing problem statements; (4) choosing a remedy; (5) writing a position paper; and (6) generating goals and objectives. (Author/APM)
Descriptors: *Community Programs; *Drug Abuse; Drug Rehabilitation; Drug Use; *Minority Groups; *Needs Assessment *Prevention; *Program Development

ED210373 UD021866
Bibliography on Multicultural Drug Abuse Prevention Issues.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
1981 66p.
Contract No.: 271-78-4626
Report No.: DHHS-ADM-81-1086
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR82
Government: Federal
This bibliography contains over 280 references to recent published works, divided into four topic areas: (1) primary prevention of drug abuse for multicultural communities; (2) bicultural women and substance abuse; (3) program processes in multicultural drug abuse prevention; and (4) Spanish and bilingual materials on drug abuse prevention. Each citation is followed by an address of the publisher or resource center from which the material might be obtained. (Author/APM)
Descriptors: *Cultural Differences; *Drug Abuse; Drug Rehabilitation; Drug Use; *Females; *Hispanic Americans; *Minority Groups; *Prevention; Program Development; *Resource Materials; Spanish

ED209603 CG015559
Alcohol and Drug Abuse Education Act Authorization Extension. Hearings Before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session on H.R. 2644 (March 23 and April 3, 1981).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
1981 120p.; Pages 22-46 of original document are of marginal reproducibility.
Report No.: House-2644
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR82
Government: Federal
These hearings before the Congressional Subcommittee on Select Education consider the extension through fiscal year 1985 of appropriations for programs established by the Alcohol and Drug Abuse Education Act. The text of the extension bill, H.R. 2644, is presented, followed by testimonies from the Department of Education as well as individuals who are currently implementing drug education programs in their local schools as a direct result of their training experiences. Comments are also presented from representatives of the National Institute on Alcohol and Alcoholism, the National Institute on Drug Abuse, and the Center for Disease Control concerning complementary efforts in the areas of alcohol and drug abuse prevention. The serious extent of alcohol and drug use in schools is emphasized and the effectiveness of federal government programs on alcohol and drug abuse education over the past decade is discussed. The federal role in stimulating local interest and assisting local districts in developing effective prevention programs at state and local levels is described, and the issue of giving authority to the individual states by grouping alcohol and drug abuse education funds with other educational program funds in block grants is also debated. (NRB)
Descriptors: *Alcohol Education; Drug Abuse; *Drug Education ; *Federal Legislation; Federal Regulation; *Federal State Relationship; Financial Support; Hearings; Prevention; Program Development; *States Powers
Identifiers: *Alcohol and Drug Abuse Education Act; *Congress 97th

ED209267 TM810757
An Analysis of Drug Use Among Students in Seattle's High Schools. Report No. 80-4.
Matthews, Tom
Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.
May 1980 26p.; Appendix C (Drug Use Survey) contains small print.

(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160); STATISTICAL MATERIAL (110)
Geographic Source: U.S.; Washington
Journal Announcement: RIEMAR82
The findings of this analysis include the following: (1) the magnitude of drug use among students in Seattle's high schools; (2) the student characteristics associated with drug use; (3) the problems students attribute to drug use; (4) student attitudes toward drug education and treatment/prevention programs provided by schools; and (5) school personnel judged as good sources of help for drug-related problems. Results document the fact that many of the Seattle high school students are involved with drugs; those who are deeply involved do not appear to welcome intervention, whereas others show an interest in increased school involvement in drug education, treatment, and prevention. (Author/GK)
Descriptors: Age Differences; *Drug Abuse; Drug Education; High Schools; *High School Students; Racial Differences; *School Surveys; Sex Differences; Socioeconomic Background; *Student Attitudes; *Student Characteristics
Identifiers: *Seattle Public Schools WA

ED208315 CG015488
Guidelines for School-Based Alcohol and Drug Abuse Prevention Programs.
California State Dept. of Education, Sacramento.
1981 16p.
Available from: California State Dept. of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802 ($1.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR82
Government: State
Target Audience: Practitioners
This paper contains the revised drug education guidelines for the state of California, which emphasize prevention of alcohol and drug abuse. The materials define school-based alcohol and drug abuse prevention programming as a comprehensive process that not only provides students with accurate information about alcohol and drugs, but also enhances self-esteem, communication skills, decision-making skills, and interpersonal relationships. The guidelines include: (1) a series of recommendations to administrators; (2) a general philosophy of and approach to school-based prevention; and (3) examples of effective programs dealing with drug and alcohol information, affective behavior, peer and family relationships, and life/career planning. Suggestions for implementing a comprehensive school-based prevention program focus on curriculum design, inservice training, staffing, counseling, and parent and community involvement. Relevant sections of the California Education code are cited, along with a list of resources and services. (NRB)
Descriptors: *Alcohol Education; Drinking; Drug Abuse; *Drug Education; Elementary Secondary Education; Family Involvement Guidelines; Parent Participation; Peer Influence; *Planning; *Prevention; *Program Implementation; *School Activities; School Community Relationship
Identifiers: *California

ED206964 CG015403
Services for Children of Alcoholics. Symposium (Silver Spring, Maryland, September 24-26, 1979). Research Monograph No. 4.
Matlins, Stuart M.; And Others
Evaluation Technologies, Inc., Arlington, Va.
1981 203p.
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: ADM-291-79-0014
Report No.: DHHS-ADM-81-1007
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($5.00).
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEFEB82
Government: Federal
This monograph, the product of a symposium about the provision of services to children of alcoholics, contains chapters concentrating on identification, intervention, treatment, and prevention. These concepts are delineated in terms of the needs of children of alcoholics, with a particular emphasis on barriers that inhibit the therapy process and appropriate prevention activities. Recommendations by symposium participants are included in each chapter. Appendix A contains the four symposium papers focusing on the identification of children of alcoholics, intervention approaches, and treatment and prevention issues. Appendix B consists of nine program descriptions outlining program goals and surveying various treatment approaches. (RC)
Descriptors: *Alcoholism; Children; *Counseling Services; *Delivery Systems; Emotional Problems; Family Characteristics Identification; *Intervention; *Parent Child Relationship; *Prevention; Program Descriptions; Psychotherapy

ED206955 CG015393
Community-Based Prevention Specialist. Participant Manual.
National Drug Center for Training and Resource Development (DHHS/PHS), Washington, D.C.; University Research Corp., Bethesda, Md.
Mar 1981 340p.; For related document, see CG 015 392.
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Contract No.: NIDA-271-79-4719
Report No.: NDACTRD-80-00121
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($8.00).
EDRS Price - MF01/PC14 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB82
Government: Federal
Target Audience: Practitioners; Students
This participant manual is designed to assist substance abuse prevention specialists in the development of knowledge and skills in implementing community-based programs through an entry-level course. The manual initially concentrates on a basic, generic approach to community work, and reviews course goals and objectives. The nine training modules are detailed in terms of goals, objectives, required materials, exercises, and activities. Figures, worksheets, supplementary materials, and references are provided, along with selected readings and bibliographies. The course materials focus on prevention strategies, knowledge of the community, the development of community support, implementation techniques, and burnout. The course pre-/post-test is provided at the conclusion of the manual. (NRB)
Descriptors: Community Role; *Community Support; *Drug Abuse; Individual Needs; Minority Groups; Needs Assessment; *Planning; *Prevention; *Program Development; Program Evaluation; Program Implementation; Rural Population; *Training Methods

ED206954 CG015392
Community-Based Prevention Specialist. Trainer Manual.
National Drug Center for Training and Resource Development (DHHS/PHS), Washington, D.C.; University Research Corp., Bethesda, Md.
Mar 1981 151p.; For related document, see CG 015 393.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Contract No.: NIDA-271-79-4719
Report No.: NDACTRD-80-00120
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.00).
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB82
Government: Federal
This trainer manual is designed to assist facilitators in the design of entry-level courses and programs for substance abuse prevention specialists. The manual initially concentrates on a basic, generic approach to community work, and introduces the knowledge and skills needed to implement substance abuse prevention programs by using the community and its subsystems. Course goals and objectives are reviewed in the introduction. The notes to the facilitator emphasize group facilitation skills, flexibility, and an understanding of the specific needs of minorities and rural populations. The nine training modules are detailed in terms of goals, objectives, required materials, exercises, and activities. Worksheets, supplementary materials, and references are also given. The course materials focus on prevention strategies, knowledge of the community, the development of community support, implementation techniques, and burnout. The course pre-/post-test is provided at the conclusion of this manual. (NRB)
Descriptors: Community Role; *Community Support; *Drug Abuse; Individual Needs; Minority Groups; Needs Assessment; *Planning; *Prevention; *Program Development; Program Evaluation; Rural Population; *Training Methods

ED206942 CG015380
The Evolution of a Community Drug Abuse Program: Families Have a Critical Role.
Hyland, Timothy F.; Schrenker, Robert J.
13 Feb 1981 22p.; Paper presented at the Winter Convention of the American Association of School Administrators (Atlanta, GA, February 13, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEFEB82
This description of the Merrillville Substance Abuse Program initially reviews the problems that student drug abuse poses for school administrators. A community needs assessment is described and the evolution of a developmental drug education program is presented. Educational strategies targeted to parents, teachers, and students are discussed, including informational presentations and P.T.O. programs designed to enhance parent-child communications. The efforts to involve students concentrate on the implementation of a system-wide developmental drug education program and a systematic decision-making and coping skills program. The adoption of two programs is discussed, including the Me/Me Program, a developmental curriculum targeted at substance abuse education, self-concept, values clarification, and decision making skills for K-6 students, and the Quest Program for high school students. A pilot program of the Me/Me curriculum, a one-day staff inservice program, and a sixth grade transition program for elementary to junior high school are detailed. Disciplinary actions and future plans for changes in the comprehensive program are also reviewed. (NRB)
Descriptors: Administrators; Coping; *Curriculum Development; Decision Making; Drug Abuse; *Drug Education; Elementary Secondary Education; *Family Role; *Parent School Relationship
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

; Prevention; Program Descriptions; *School Responsibility; Student Development; *Student Problems

ED205851 CG015342
Essential Elements for the Inservice Training of Teachers in Drug Abuse Prevention.
Campbell, James Reed; Swanchak, John
Mar 1981 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association, (Philadelphia, PA, March 12-15, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN82
For many new educational programs the key question is not about the implementation process, but about the implementation effort itself, because the key individual in the implementation process is the classroom teacher. In an urban middle school setting, the implementation of drug abuse prevention lessons of 38 teachers who had participated in a 60-hour training program was compared with the lesson implementations of 38 control teachers. Results indicated that the teachers' age, experience and level of knowledge were not related to the utilization of drug abuse prevention lessons. Participation in teams of teachers and the presence of state or local drug abuse prevention programs in each teacher's school were also unrelated to implementation. The sole positive element which accounted for much of the implementation was the teacher's willingness to teach topics in drug abuse prevention. If the teachers perceived restrictions of any kind, either real or imagined, they chose not to implement lessons in this area. (Author/NRB)
Descriptors: Age Differences; Drug Abuse; *Drug Education; *Inservice Teacher Education; Junior High Schools; *Prevention; *Program Implementation; *Teacher Attitudes; *Teacher Behavior; Teachers; Teaching Experience; Team Teaching

ED205849 CG015340
Drug Abuse from the Family Perspective: Coping Is a Family Affair.
Ellis, Barbara Gray, Ed.
Department of Health and Human Services, Washington, D.C.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
1980 148p.
Report No.: DHHS-ADM-80-910
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: COLLECTION (020); REVIEW LITERATURE (070); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJAN82
Government: Federal
This monograph contains several commissioned papers which attest to the significance of the family perspective in the understanding, treatment, and prevention of drug abuse. Papers discussing the fundamentals of a conceptual framework for the family perspective are followed by a review of theories of family growth and development, structure, function, and dysfunction, including reports of supporting research and case materials. Policy considerations for local treatment programs, state and federal initiatives, and the professional community are discussed. The monograph concludes with conceptual shifts and subsequent proposals that may institutionalize new ways of thinking about dysfunctional behavior. A report of the Office of Program Development and Analysis on the practice of primary prevention in family therapeutic work is included. A recurring theme throughout these papers is the supposition that specific family-related antecedents are associated with specific problematic behavior, that certain generic family factors are associated with dysfunctional behavior, and that investigations of the apparent commonalities would be useful. (Author/NRB)
Descriptors: Adolescents; Antisocial Behavior; Correlation; *Drug Abuse; Drug Rehabilitation; *Family Counseling; *Family Role; Illegal Drug Use; Mental Health; Policy Formation; *Prevention; *Research Needs

ED204963 EC133534
Teacher Intervention for the Adolescent Substance Abuser.
Polzella, Sue A.; Selinger, Marilyn
Apr 1981 11p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April, 1981, Session F-23).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEDEC81
The paper reviews adolescent development and considers the teacher's role in dealing with a compulsive substance abuser. Typical characteristics of substance abusers, such as isolation or withdrawal from the family unit, decreased academic achievement, initial denial of a drug/alcohol problem, and interactions with a negative peer group are noted, as are other signs of behavior change observable in the classroom. The importance of team intervention is emphasized. Suggestions for relationship building with the student include gathering information about personal interests and helping the student to identify feelings. A sincere yet direct approach is advocated for working with the parents. (CL)
Descriptors: Adolescents; *Alcoholism; Child Development; *Drug Abuse; Interdisciplinary Approach; *Intervention; Parent Counseling; Parent Role; Secondary Education; *Student Characteristics; *Student Teacher Relationship; Teacher Role

DIALOG File 1: ERIC - 66-85/SEP

ED203273 CG015275
Development of a Pilot Workshop for Primary Care Providers: Final Report.
National Center for Alcohol Education, Arlington, Va.
1980 58p.
Sponsoring Agency: National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Contract No.: ADM-281-78-0005
Report No.: ADM-80-982
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Virginia
Journal Announcement: RIENOV81
Government: Federal
This paper describes a pilot workshop curriculum on alcohol, drug abuse, and related mental health problems for primary care providers, e.g., physicians, physician assistants, or nurse practitioners, developed by the National Center for Alcohol Education. Pilot workshops held in Michigan and North Carolina are presented. Methods of needs assessment are discussed and the resulting curriculum is summarized. The two-day workshops, consisting of six sessions on the topics of recognition, interviewing, patient motivation, and case management options, are described. Educational methods and instructional techniques are discussed, including presentations, case applications, general, panel, and peer group discussions, faculty reviews, lectures, and videotapes. The selection of faculty members for the pilot workshops is outlined with selection criteria. A workshop evaluation section includes a discussion of evaluation methods and findings. A section on the analysis of experience focuses on specific workshop learnings, including the strengths and weaknesses of the program. Program implementation, participant recruitment, needs assessment, faculty selection, evaluation, and curriculum delivery are analyzed. The appendices include telephone survey results as well as sample forms for interviews and pre-and post-course evaluations. (NRB)
Descriptors: Alcohol Education; *Alcoholism; *Curriculum Development; *Drug Abuse; Drug Education; *Health Personnel; Identification; *Mental Health; Needs Assessment; Participant Satisfaction; Program Descriptions; Program Evaluation; *Training Methods; Workshops

ED203260 CG015243
Saying No: Drug Abuse Prevention Ideas for the Classroom.
Pacificon Productions, San Francisco, Calif.
1980 29p.
Sponsoring Agency: National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.
Contract No.: ADM-271-78-4654
Report No.: ADM-80-916
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; California
Journal Announcement: RIENOV81
Government: Federal
Target Audience: Practitioners
This booklet is designed to provide drug abuse prevention ideas for the classroom junior high school teacher. The information, activities and resources address the education portion of the prevention continuum defined by the National Institute of Drug Abuse, i.e., information, education, intervention, alternatives. This guide includes research findings that have direct implications for the prevention-oriented teacher, specific prevention activities which can be incorporated into already existing curricula, and a list of resources for additional information and ideas about prevention and the role of the classroom teacher. The activities concentrate on the development of decision-making skills, goal orientation, values awareness, personal motivation, and the development of interpersonal communication skills. Time required, objectives, and methods are listed for each activity, which is appropriate for a variety of skill development levels and in many subject areas. References, curricula, and training opportunities in the resources section also span grade levels and subjects. (Author/NRB)
Descriptors: *Class Activities; Decision Making; Drug Abuse *Drug Education; Goal Orientation; Interpersonal Competence; Junior High Schools; Motivation; *Peer Influence; *Prevention Secondary School Teachers; *Skill Development; *Values Clarification

ED203024 CE029010
Indiana Health Occupations Education: Student Modules for Administration of Medications for Unlicensed Nursing Personnel. Revised Edition.
Bilger, Phyllis; And Others
Indiana Univ., Bloomington. Dept. of Vocational Education.
1981 778p.
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis.
Available from: Vocational Education Services, Indiana University, 840 State Road 46 Bypass, Room 111, Bloomington, IN 47405 ($15.00 prepaid).
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Indiana
Journal Announcement: RIENOV81
Target Audience: Practitioners; Students
These learning modules are designed to provide health care workers involved with medications with basic information about the nature and administration of medications. The 30 modules are organized into six units. An overview of preparation and administration of medicines, principles of medication therapy,
(cont. next page)

DIALOG File 1: ERIC - 66-85/SEP

and medication fundamentals are presented in unit 1. The second unit covers interpreting medication orders, charting medications, and legal and ethical obligations of medication administration. Health, age, and body process; care of the aged; and handling medications are discussed in unit 3. Selected medications for the major body systems are the subject of the eight modules constituting the fourth unit. Unit 5 contains four modules devoted to medications for such special problems as inflammation, infection, and immunity; nutritional deficiencies; allergies; malignant deseases; and mental and emotional stress. The final unit covers the following techniques involved in the administration of medication: preparation and administration of oral medications; count schedules to establish accuracy of supply; application of topical medication; instilling ear, eye, and nasal medication; and inserting rectal or vaginal suppositories. Master tests for the 30 modules are also provided. (MN)

Descriptors: *Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Drug Education; Drug Legislation; *Drug Therapy; *Drug Use; Ethics; Health Personnel; Instructional Materials; Learning Activities; Learning Modules; Legal Responsibility; *Medical Services; *Nurses Aides; Recordkeeping; Tests; Vocational Education

Identifiers: *Medical Aides

ED201620 SP018012

Why Do Teachers Choose to Implement or Reject Drug Abuse Prevention Programs?

Campbell, James Reed; Swanchak, John

1981 12p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIESEP81

State and local school systems have developed comprehensive drug abuse prevention programs that appear to have little influence on the rising tide of teenage drug abuse. Classroom teachers, as implementors of such programs, frequently veto them or change them considerably. Forty secondary teachers were selected as research subjects to examine this problem. These subjects indicated willingness to develop and implement a drug abuse prevention program. A control group of forty teachers who had similar assignments in their schools, but had voiced no opinion on the program, received the same training in abuse prevention that the research subjects received. After training which concentrated on information and value related sample lessons, the groups were subdivided into lesson groups--teachers who subsequently implemented lessons, and those who did not. Results indicated that teachers' age and experience had little bearing on their implementing drug abuse programs, and knowledge of the subject alone was not enough to insure implementation. It was found that teachers feel that information-oriented programs increase the level of drug use among teenagers. Implementation was more likely with programs in which value-oriented activities were included. (JD)

Descriptors: *Drug Abuse; *Drug Education; Educational Innovation; Inservice Teacher Education; Negative Attitudes; *Program Implementation; Secondary Education; Student Behavior; *Teacher Attitudes; Teacher Behavior; *Teacher Motivation; Team Teaching; *Values Education

ED198898 JC810227

Your Health: Prevention, Safety and First Aid. Personal Health Care.

Oxley, Gloria; Torre, Liz

Columbia Junior Coll., Calif.

[1980 44p.; Part of Columbia College's Survival Skills Series; for other documents in this series, see JC 810 223-226.

Available from: Director of Learning Skills, Columbia College, P.O. Box 1849, Columbia, CA 95310 ($1.75).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL81

Target Audience: Practitioners; Students

Information and accompanying exercises are provided in this learning module to reinforce students' basic reading and writing skills and, at the same time, increase their awareness of and motivation toward sound personal health practices. Written at an elementary level, the module considers eleven personal health topics: prevention of illness; nutrition; the four basic food groups; the development of proper eating, sleeping, and exercising habits; first aid; poisons; the harmful effects of smoking and drinking; drug abuse; finding and visiting a doctor; birth control and pregnancy; and the calculation of life expectancy. For each topic, the module provides texts and multiple-choice, true/false, or fill-in-the-blank exercises to test students' reading comprehension, strengthen spelling skills, and reinforce learning. In addition, exercises are provided which utilize the subject material to explain the meaning and use of verbs, prepositions, conjunctions, and command sentences. A glossary and exercise answer key are provided. (JP)

Descriptors: Contraception; *Daily Living Skills; Drug Abuse; Eating Habits; Exercise; First Aid; *Functional Reading; Health Education; *Hygiene; Learning Modules; Nutrition; *Physical Health; Sleep; Spelling; Two Year Colleges

ED197279 CG014961

Peer Dynamics 1979-1980 Evaluation Report. Part 2.

Cooper, Cathy; Walker, Connie

Nebraska State Dept. of Education, Lincoln.

[1980 68p.; For related documents see CG 014 958-960.

Sponsoring Agency: Nebraska State Commission on Drugs, Lincoln.; Nebraska State Dept. of Health, Lincoln.

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DIALOG File 1: ERIC - 66-85/SEP

EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEJUN81
Government: State

This is Part 2 of a final evaluation of a program to reduce destructive risk-taking behavior (e.g., drug-alcohol abuse and juvenile delinquency) in school-age youth. The program uses peer counseling in schools to develop self-esteem and better communication skills in students. Analysis of attitude tests is performed and factors affecting the outcomes of the tests are discussed, such as anxiety level, setting and rapport between facilitator and peer groups. Overall, school evaluation results indicate that there has been a positive attitude change among peer group members due to their participation in the Peer Dynamics program. A significant positive change in overall self-attitude was seen in all grade levels, with the greatest in Grades 8, 10, and 11; no significant differences were noted between the sexes. A control group at one junior high school showed no significant change in their attitudes toward self or others. Individual school evaluation results are provided for 22 schools. Recommendations are made regarding the importance of the pre- and post-tests. (Author/KMF)

Descriptors: Alcoholism; Antisocial Behavior; *Attitude Change; *Communication Skills; Counseling Techniques; *Delinquency Prevention; *Discipline Problems; Drug Abuse; *Group Dynamics; Interaction; Junior High Schools; Modeling (Psychology); *Peer Counseling; Peer Influence; Program Evaluation; Secondary Education; *Self Esteem
Identifiers: *Nebraska

ED197278 CG014960
Peer Dynamics Final Evaluation Report. 1979/1980. Part 1.
Cooper, Cathy; Walker, Connie
Nebraska State Dept. of Education, Lincoln.
[1980 38p.; For related documents see CG 014 958-961.
Sponsoring Agency: Nebraska State Commission on Drugs, Lincoln.; Nebraska State Dept. of Health, Lincoln.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Nebraska
Journal Announcement: RIEJUN81
Government: State

This is Part I of a final evaluation of a program designed to reduce the incidence of destructive risk-taking behavior (e.g. drug-alcohol abuse, and juvenile delinquency) among school-age youth. Background research indicates that peer group pressure is the single most important factor in dictating the presence or absence of juvenile delinquency behavior. The Peer Dynamics program trains and supervises students who participate in a group interaction plan with other students to develop self-esteem and better communication skills; peer modeling takes place. Some past discrepancies in figures reported by schools previously involved are discussed; currently, distinctions are made between the schools with active programs, schools with inactive programs, and programs deleted due to staff turnover. Timetables are provided for school years 1979-1981, and several changes are suggested in the areas of organization, distribution of activities, newsletters and in staff training. Limiting the program to junior high school grades is suggested because that age group appears to benefit most from the program. New evaluation tools have been selected because the earlier tests were seen as non-functional on several levels. On-site visits are recommended in the future only for schools implementing a program for two years, with regional follow-ups. Appendices are included. (Author/KMF)

Descriptors: Alcoholism; Antisocial Behavior; *Communication Skills; Counseling Techniques; *Delinquency Prevention; *Discipline Problems; Drug Abuse; Group Counseling; *Group Dynamics; Interaction; Junior High Schools; *Modeling (Psychology); *Peer Counseling; Peer Influence; Program Evaluation; Secondary Education; *Self Esteem
Identifiers: *Nebraska

ED195890 CG014842
Impacts of a Georgia Drug Abuse Prevention Program: An Evaluative Research Study of the Georgia Life Skills for Mental Health Program. Second Annual Report.
Research for Better Schools, Inc., Philadelphia, Pa.
Mar 1980 195p.; Some pages may film marginally due to color.
Sponsoring Agency: Washington State Univ., Pullman. Audio Visual Center.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAY81

This is the second of three annual evaluation reports of the Georgia Life Skills for Mental Health program, a primary prevention program for alcohol and drug abuse which utilizes community mental health agencies as the link between program sponsors and public schools. This report is designed to document the program evaluation progress, inform the funding source of the project's progress, and accomplish general dissemination of preliminary findings. The evaluation is organized into three sections: (1) Second Year Accomplishments includes objectives and activities undertaken to accomplish them; (2) Accomplishments Planned for Third Year details future activities and target objectives; and (3) Work in Progress describes all fourth-quarter products, reports still in progress, and results of the second year work in terms of the overall project. This report concerns program effects on participating teachers and their students. Findings of teacher workshop observations are discussed, and follow-up instruments developed to provide feedback on workshop effectiveness are

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included. Instrumentation to measure all student and teacher outcomes is presented along with data analyses of pilot and pre-testing. (NRB)
Descriptors: *Alcohol Education; Coping; *Daily Living Skills; Delivery Systems; *Drug Abuse; Elementary Secondary Education; Mental Health Programs; *Prevention; Program Effectiveness; Program Evaluation; *School Community Relationship; Students; Teachers; *Teacher Workshops; Training Methods
Identifiers: *Georgia

ED195736 CE027299
A La Buena: Living Better. Bilingual Adult Proficiency Level Materials for Everyday Living..
Smith, Philip D., Jr.; And Others
West Chester State Coll., Pa.
1980 650p.; Some pages will not reproduce well due to thin, light print.
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.
EDRS Price - MF03/PC26 Plus Postage.
Language: English; Spanish
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAY81
Target Audience: Practitioners; Students
These bilingual English/Spanish Adult Proficiency Materials comprise three adult education courses in these areas: consumer education, health, and nutrition. Part 1, Consumer Education, covers these topics: money management, credit, frauds, consumer complaints, housing, utility bills, saving energy, banking, insurance (car, health, life), buying a car, and clothing. Part 2, Health, includes personal hygiene, prenatal care, types of doctors, heart diseases, drugs, alcohol, smoking, immunizations, eye and dental care for children, and common illnesses. Part 3, Nutrition, covers these areas: balanced diet, four basic food groups, obesity, dieting, exercise, comparative shopping, advertising, and ordering by mail. Each lesson or topic may include some or all of the following: objective(s), teacher guide or suggestions, informative materials, reading selections, questions, student exercises and/or activities, and suggested activities. Following an English version of all materials in each of the three sections, most student materials are repeated in Spanish. (YLB)
Descriptors: *Adult Education; Alcohol Education; Behavioral Objectives; *Bilingual Education; Children; *Consumer Education; Consumer Protection; Course Descriptions; Curriculum Guides; Dietetics; Drug Use; *Health Education; Housing; Hygiene; Insurance; Learning Activities; Money Management; Nutrition; Nutrition Instruction; Obesity; Smoking ; *Spanish
Identifiers: Adult Performance Level; Bilingual Materials; *Life Skills

ED193549 CG014700
Key Competencies: Drug and Alcohol Education. Secondary Schools.
Philadelphia School District, Pa.
1980 10p.; For related document see CG 014 701.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAR81
Target Audience: Practitioners
This guide, designed for use with secondary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program targets several characteristics which have been identified in addicted children: poor self image, improper sense of values, and lack of identity. For grades seven through nine, strategies are presented to help students understand that: (1) drug and alcohol abuse cause problems for individuals and society; (2) many things affect behavior; (3) life is not always happy; (4) people need a sense of identity; (5) they are part of a family; (6) they are part of a society; (7) they are individuals; (8) making decisions and facing consequences are part of growing up; and (9) carrying out responsibilities gives people more control over their lives. For grades 10 through 12, strategies are presented to help students understand that drugs and alcohol affect individuals differentially, the cost of drug dependence goes beyond money, and treatment and rehabilitation are difficult and often unsuccessful. (Author/NRB)
Descriptors: *Adolescents; *Alcohol Education; Curriculum Guides; *Decision Making; Drug Addiction; *Drug Education; Drug Rehabilitation; Education; Individual Power; Personality Traits; Prevention; Secondary Education; Secondary School Students; *Self Concept; *Values

ED192214 CG014670
Drug Use and Abuse in the Memphis-Shelby County School System; Hearings Before the Select Committee on Narcotics Abuse and Control, House of Representatives, Ninety-Sixth Congress, Second Session (January 17-18, 1980).
Congress of the U.S., Washington, D.C. House.
1980 187p.
Report No.: SCNAC-96-2-1
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEFEB81
Government: Federal
This document contains transcripts of the hearings before the Select Committee on Narcotics Abuse and Control in January 1980. The testimony of individuals from Memphis, Tennessee is provided, including representatives of the press, school system, student populations, police department, and several
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mental health clinics. The statements focus on the issues of: (1) drug use and abuse in the Shelby County school system; (2) the development and implementation of a model alcohol/drug abuse preventive education program in the schools; (3) the role of juvenile courts in substance abuse programs; and (4) student attitudes toward drug usage among their peers. The appendices include detailed descriptions of the activities of the Memphis City Schools Mental Health Center Alcohol and Drug Abuse Program. (HLM)
Descriptors: *Drug Abuse; *Drug Education; Elementary Secondary Education; Juvenile Courts; *Mental Health Programs *Prevention; Program Effectiveness; School Community Programs *School Responsibility; *Student Attitudes; Students; Student School Relationship
Identifiers: *Tennessee (Memphis)

ED191659 SE031624
Cooperation Between Schools and Community for a Continuum of Chemical Awareness Services.
Borea, Marilyn; Loewenson, Dan
Apr 1980 7p.; Paper presented at the meeting of the National School Boards Association (San Francisco, CA, April 19-22, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEJAN81
This document reviews information presented at a session of the National School Boards Association Convention on April 20, 1980 on assisting students and personnel with the problem of drug abuse and alcoholism. The development of the Minneapolis Public Schools Chemical Awareness Program is reviewed, including a description of the needs of the general community, the services currently provided to children, and the training programs available for teachers. (CS)
Descriptors: *Alcoholism; *Drug Abuse; Drug Education; Elementary Secondary Education; *Health Education; *Program Descriptions; Public Schools; *School Districts

ED190923 CG014569
Lesbians, Gay Men and Their Alcohol and Other Drug Use: Resources.
Christenson, Susan; And Others
Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
1980 17p.
Sponsoring Agency: National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.; Wisconsin State Dept. of Health and Social Services, Madison.
Available from: Wisconsin Clearinghouse for Alcohol and Other Drug Information, 1954 E. Washington Ave., Madison, WI 53704 ($.60)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIEJAN81
This resource list is designed to assist alcoholism counselors and treatment staff members working with homosexual clients as well as homosexuals concerned with alcohol and drug abuse in their communities. The materials are divided according to type, i.e., pamphlets, films, professional articles, and literature produced by national associations. An annotation is provided for each reference in addition to ordering and cost information. (Author/HLM)
Descriptors: Adults; Alcohol Education; *Alcoholism; Drug Abuse; *Drug Education; *Homosexuality; *Intervention; *Lesbianism; Patients; *Resource Materials

ED189533 CG014558
The Learning Laboratory. The Door--A Center of Alternatives. Services Research Monograph Series.
Mai, Laraine M.; And Others
International Center for Integrative Studies, New York, N.Y.
1980 52p.
Sponsoring Agency: National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Grant No.: 5H81-DA-01674-03
Report No.: DHHS-ADM-80-928
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEDEC80
Government: Federal
This report presents the findings and recommendations of the Learning Laboratory project, an exploratory study of an alternative education model designed to help drug-abusing adolescents. The materials address: (1) the facility, materials, staff, and activities of the program; (2) the curriculum, basic skills workshops, language classes, field trips, and counseling sessions; (3) the six modes of client evaluation; (4) client characteristics; (5) program effectiveness reflected by client educational progress, involvement, and drug use change; and (6) criteria used to predict success and failure of the participants. Recommendations, areas of continued problems, a bibliography, and statistical appendices are also provided. (HLM)
Descriptors: Adjustment (to Environment); Adolescents; *Drug Abuse; Drug Education; *Drug Rehabilitation; *Intervention; Models; *Nontraditional Education; Program Evaluation; *Youth Problems; *Youth Programs

ED189510 CG014535
Parent and Family Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 49+.
Jaslow, Carol K.; Mills, Carol S.
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ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
1980 88p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0005
Available from: ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($2.50)
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); ERIC PRODUCT (071); BIBLIOGRAPHY (131)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEDEC80
Target Audience: Practitioners
This information analysis paper reviews the literature on parent and family counseling, identified by a computer search of the ERIC data base from November 1966 through December 1979. An overview of parent and family counseling is followed by a presentation of basic issues, such as the counselor's role as a consultant to parents and teachers, working to improve learning climates, meet the needs of adolescent parents, and aid parents in providing sex education to their children. Programs designed to improve parent-child communication skills and provide greater understanding of educational and behavioral problems are described. Crisis counseling for substance abuse, grief counseling, group counseling for child abusers, marriage enrichment, and divorce are discussed. The impact of current economic, social, developmental, and educational trends is reviewed in terms of the role of parent and family counselors. The computer search of educational journals and ERIC documents is also provided with full reference citations. (NRB)
Descriptors: Child Abuse; *Counselor Role; *Crisis Intervention; Divorce; *Family Counseling; Family Problems; Family School Relationship; Literature Reviews; *Parent Child Relationship; *Parent Counseling; Prevention; *Resource Materials

ED188841 RC012113
Building Wellness Lifestyles: Administrator's Guide.
Koss, Larry; Ketcham, Michael
Human Resources Inst., Morristown, N.J.; YMCA of Frost Valley, Montclair, N.J.
1980 59p.; Not available in paper copy due to the use of colored paper and print. For a related document, see RC 012 112.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIENOV80
Target Audience: Practitioners
Prepared as a guide for summer camp administrators, this manual and this wellness program are built upon six principal concepts: enjoying fitness; eating well; taking care of oneself; enjoying life; relating to others; and being part of the world. Wellness is described as serving to awaken one's awareness to lifestyle norms and practices that contribute more to an illness culture than to a true state of fitness and health. The administrator's personal commitment to a wellness lifestyle is seen as essential to the program's success. Accordingly, a Lifestyle Assessment Inventory and an Individual Action Plan are included so the administrator may examine his lifestyle and consider a plan for change. A similar inventory aids in examining the degree to which wellness is part of a camp and assists in a program for improvement. A strategy for building wellness programs is outlined and discussed according to five developmental levels: analysis; support; program development; implementation; and evaluation. One task in the area of program development involves tempering the promotion of wellness to avoid obscuring and competing with the regular camp program. Another task involves working for a gradual and realistic change. Specific information is included on the development, implementation and maintenance of wellness programs. (AN)
Descriptors: *Administrator Guides; Change Strategies; Concept Formation; Day Camp Programs; Drug Abuse; Eating Habits; Experiential Learning; Health Education; Life Style; *Mental Health; Nutrition Instruction; *Outdoor Education; *Physical Health; *Program Development; Relaxation Training; *Resident Camp Programs; Self Concept; Sensitivity Training; Social Influences; Summer Programs; Values Education
Identifiers: *Wellness; Young Mens Christian Association

ED188840 RC012112
Building Wellness Lifestyles: Counselor's Manual.
Koss, Larry; Ketcham, Michael
Human Resources Inst., Morristown, N.J.; YMCA of Frost Valley, Montclair, N.J.
1980 118p.; For a related document, see RC 012 113.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIENOV80
Target Audience: Practitioners
A camp program is described which reflects the Young Men's Christian Association's traditional commitment to the development of the whole person, introducing the development of a "wellness" lifestyle. A wellness lifestyle is described as one that involves living fully and abundantly while recognizing and assuming responsibility for one's own health--and for the way things turn out in one's life. Written for counselors, this guide maintains that the counselor must present and model wellness information in a way that emphasizes the enjoyment and popularity various health enrichment practices allow. Several principles which can be used in building a wellness program are discussed (e.g., effecting long term changes and involving young people in the

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DIALOG File 1: ERIC - 66-85/SEP

change process). Most of the manual is devoted to 47 wellness activities related to each of 6 wellness dimensions; each activity is outlined according to purpose, age of camper (7-12 and up), materials, and procedures. Activities range from tracing blood flow through the heart to building a nutritional cooking center; exemplary activities include: a calf heart dissection; blood pressure measurement; caloric intake and expenditure measurement; alcohol abuse and drug abuse discussions; assessment of advertising media influence on self-image; stress management relaxation techniques; a "blind" walk; a silent walk; and a night hike. (AN)

Descriptors: Adolescents; *Camping; Children; Counselors; Day Camp Programs; Drug Abuse; Experiential Learning; Health Education; *Learning Activities; Life Style; *Mental Health; Nutrition Instruction; *Outdoor Education; Perception; Physical Fitness; *Physical Health; Relaxation Training; *Resident Camp Programs; Self Concept; Sensitivity Training; Social Influences; Summer Programs; Values Education

Identifiers: *Wellness; Young Mens Christian Association

ED187701 SP016138

Building a Better You. A Guide for Health Education in Georgia Schools. Kindergarten through Grade Six.

Georgia State Dept. of Education, Atlanta.

1980 232p.

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEOCT80

Target Audience: Practitioners

This book on health education is designed as a comprehensive guide for elementary school teachers. The first section describes an exemplary school environment and outlines the responsibilities of the teacher and principal in fostering good health attitudes in children. Learning blocks are outlined on the topics of drug abuse, diseases, community health, nutrition, family and society, safety, social and emotional health, and understanding the human body. These blocks are structures for sequential learning from kindergarten through sixth grade. Each block contains a statement of the concept to be learned, suggested activities for teachers and students, and goals to be accomplished. Appended are regulation health forms required by the state of Georgia and information on educational materials available for teachers. (JD)

Descriptors: *Administrator Responsibility; Course Content; *Curriculum Guides; Diseases; Drug Abuse; *Elementary Education; *Health Education; Human Body; *Learning Activities ; Nutrition; Physical Education; Physical Fitness; Preventive Medicine; Program Evaluation; Public Health; Safety; Student Attitudes; *Teacher Responsibility; Teaching Methods